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ABSTRACT

Reflections on a year-long demonstration project infusing the principles and practices of career education throughout the divisions and departments of a major State university are presented in this document for use in institutional renewal in higher education along the lines of the education-work problem. Institutional renewal is discussed in terms of four systems: Academic mainstream, support, outreach, and management. Essays concerning the academic mainstream system are titled as follows: "Career Development: An Initial Impression," "Career Development and the Humanities," "Science Faculty Attitudes toward Career Development," "Career Development: Its Meaning for the Social Sciences," "Career Development: Reflections from the 'Professional' Mainstream," "Career Development in the Communication Classroom," "Some Reflections of a Mainstream Coordinator," "Career Development as Viewed by a Home Economist," and "New College: Personalized Career Development." Essays concerning the support system are titled "A Course in Career Exploration," "Women's Right to Choose," "The Place of the Counseling Center," and "The Real Minority." Essays relating to the outreach system are titled "One Internship Program" and "Reaching Out through a Consortium." The management system is discussed in the essays titled "Management Policies and Strategies" and "Career Education and Faculty Reward." (TA)

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COMPREHENSIVE CAREER EDUCATION IN A UNIVERSITY
Reflections

edited by Donald A. Casella

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PREFACE

This publication is one result of a year-long experiment, a demonstration project infusing the principles and practices of career education throughout the divisions and departments of a major state university.

The project was undertaken through an award-grant from the U. S. Office of Education, Office of Career Education, funded under Section 406 of Public Law 93-380.

This volume is designed to be a companion to Volume I, the final Technical Report and Evaluation. It contains reflections on the year's experience and will prove interesting to others who may embark in the same direction.

Special thanks are in order to The University of Alabama's Howard B. Gundy, Academic Vice President and Richard A. Thigpen, Chief Executive Officer, for their leadership in this effort. They are sensitive to student and community needs and have been willing to deal with the education-work issue. Their foresight will benefit the university, both now and in years ahead.

Thanks also are extended to students, faculty, and staff throughout the university who worked on the project. They have been a continued source of encouragement and toiled hard in uncharted waters. This is particularly true of Arthur N. Dunning and Gracelia Shannon in the Office of Career Development. Project Officer Terry Newell, along with Kenneth B. Hoyt, Sidney C. High, and John Lindia in the federal

Office of Career Education were generous in their support, concern, and genuine interest, and for this thanks are sent to Washington from the Heart of Dixie.

Final thanks to Neal R. Berte, formerly with The University of Alabama and now President of Birmingham-Southern College, for that personal inspiration which touches the spirit.

It is the hope of all contributors that this work will serve the readers in bringing more career-dimensional, reality-oriented, student-serving programs to higher education.

COMPREHENSIVE CAREER EDUCATION IN A UNIVERSITY

Reflections

WANTED

Career Education in Universities

Donald A. Casella

A college student almost anywhere in the United States today can be envisioned requesting the following: Wanted: An education that will assist me in learning about myself, my abilities, my values, and my interests; that will enable me to acquire the skills to cope with the rapid pace of change in the world; and, most importantly, that will adequately prepare me for a satisfying and productive career. Would there be many institutions of higher learning that could respond to this request focused on career interests? The answer to this question might well indicate the need for higher education to join elementary and secondary schools in the growing movement to implement career education.

Richer Concept of *Career*

There has been a tendency in the past to identify the word *career* as meaning simply one's job or occupation. This narrow sense of *career* leaves out the further human dimensions that are inevitably linked with a choice of work. *Career* can be a richer concept, including the lifestyle, leisure activities, studies, hobbies, community pursuits, and cultural seekings that form a total life pattern. The National Vocational Guidance Association (1973) defines *career* as "a time-extended working out of a purposeful life pattern through work undertaken by an individual."

As *career* is often defined in a narrow sense, so, too, is the concept *career education* frequently limited to job training or vocational education. In accord with the idea of *career* as previously stated, *career education* can be considered "the totality of educational experiences through which the individual becomes knowledgeable about work and is equipped with the skills to be productive" (Hoyt 1974). Sidney P. Marland (1972), while addressing the 1971 American Vocational Association convention, touched on this when he stated:

> Career education must go beyond occupational needs to what we can think of as survival skills--the interpersonal and organizational understanding without which one simply cannot exist in a modern nation-state, addressing effectively the matter of living itself, touching on all its pragmatic, theoretical, and moral aspects.

The meaning of *career* and *career education* are, therefore, directly dependent upon the meaning of *work*. We in the United States are experiencing the evolution of a postindustrial understanding of work values. In the process of career development, educational institutions play an important role in value formation and clarification. It is not the purpose of these institutions to impose any particular set of work values, but rather to provide each student with the opportunity to develop his own personal work priorities while making career plans and decisions.

Contemporary work values are reflected in the definition of *work* as "the conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or others"(Hoyt 1974). The values an individual has about work are recognized as being part of his total lifestyle, and attempting to isolate these work values would be to fragment and divide a personality to the detriment of growth and learning. It is possible that the future will see the ideal career more and more as a function of the personal value system of the worker, a system that is of maximum meaningfulness to the person as part of his total lifestyle.

The process of career development, therefore, is an integral part of human development. Career education, which is intended to facilitate this process, acknowledges the developmental principle and should not end with secondary school. It is a continuing, comprehensive, integrated, and sequential approach to preparing individuals for life in an everchanging world. This includes higher education.

Lewis B. Mayhew (1974) in *Higher Education for Occupations* noted:

> Education theorists from Plato to Rousseau to Whitehead to Dewey have posited that learning should be ordered and consistent with the psychological stage of students. While theorists have interpreted the needs of various stages differently, they all suggest that some method of ordering experiences is better than others. Yet when one examines the ordering of courses in baccalaureate programs for vocations and careers, no evidence can be inferred that courses are placed in time to conform to the psychological needs of students.

Universities are accustomed to providing leadership for elementary and secondary education. In career education, however, the roles are reversed, with universities honestly needing help from their more experienced primary and secondary colleagues. With such cooperation, a number of problems in higher education could be addressed.

Wanted: Classroom-Work Relationship

University students perceive little relationship between what is taught in the classroom and the work-a-day world. One of the conferees, Charles Lyons, at a recent Southern Regional Education Board conference on off-campus education stated that classroom theories become meaningful to students "only if they provide a framework through which a person can view, structure, interpret, his experiences." In other words, "to understand a theory requires appropriate experiences."

> We teach. We try to communicate our own theories and other people's theories. We have students who wait for new schemes, new insight from us. We try. They try. "Clunk!" The missing ingredient is experience. Without the meat of experience to interact with and fill out the skeleton of theory, there is no body of understanding. Particularly as man's intellect develops and society allows for full-time intellectuals, theories proliferate and become more esoteric. The classroom becomes a place of non-exchange between a professor who may or may not know what he is

> talking about and a group of students whose inadequate experiential background absolutely precludes a meaningful assimilation of the theories being presented. "Clunk!" (Cook 1974)

In a report issued by the Southern Regional Education Board conference on off-campus education, the polarization of on-campus and off-campus education was emphatically rejected:

> Off-campus and on-campus learning are not dichotomous modes of learning. On the contrary, off-campus learning merges the processes of off-campus student experience with the traditional on-campus classroom processes in a complementary way. The off-campus experience can be viewed as the site of learning, the classroom the place of development and reflection. The classroom can thus serve as either preparation for evaluation of off-campus experiences, just as it has traditionally, if unconsciously, served as preparation for or evaluation of the student's total off-campus life experience. Thus, the off-campus experience is a part of and necessary to the total education process and must be evaluated in that light. (Cook 1974)

Frank Newman (1972), chairman of the noted Newman Task Force commissioned by the U. S. Office of Education, has asked:

> Why is it that professional training comes only after liberal arts education? For many of these students it might be much more practical to have the entire process reversed, particularly as we begin to make liberal arts education available throughout life. Not only must all of education be restructured, but so must the broad range of careers.

The advantages of a career-dimensioned program of integrated education and work are numerous. For students it can mean a more realistic understanding of an occupation's demands and the opportunity to test and deepen or to revise the career commitment. There is also the opportunity to interact with strong role models and to experience involvement as a catalyst for decision making and a source of higher motivation. Further, such experiences can function to make job hunting less traumatic because of a more realistic view of what to expect.

> Employers who have learned by sad experience that many young people fresh from college regard their first job as temporary, moreover, are apt to prefer an applicant whose choice is based on experiential knowledge of what the job will be like and a firm

> sense of commitment and who has had an opportunity to begin developing the necessary skills. (Cook 1974)

Related to this point Newman (1972) has stated:

> Studies suggest that the men who get to the top in management have developed skills that are simply not taught by formal education. Finding problems and opportunities, initiating action, and following through to attain the desired results requires behavior which is neither measured by examinations nor developed by discussing in the classroom what someone else should do.

The community at large also benefits from students' work experiences:

> Apart from these fairly obvious benefits to the students, there are also some readily apparent returns for the larger community to be had from college students becoming involved in the world of work. In addition to the fact that these young people have a better chance of identifying their particular gifts and matching them to societal needs, even in the process of learning they often are already contributing fresh perspectives and "extra manpower" to the community. (Cook 1974)

Wanted: Work Values

A second problem is the students' need for more opportunities to form and test their work values. In the 1971 Yankelovich study, work did not rank particularly high as an important value in the lives of those college youth surveyed; it fell far below the emphasis placed on love, friendship, education, self-expression, family, and privacy. In 1971 a significant number of students, 61 percent,felt that hard work does not always reap benefits. A marked change is seen only when this figure is compared to the 31 percent who felt that way in 1968 (Yankelovich 1972).

It is probable that we are moving toward a future where the idea of a work ethic will be replaced by a pluralistic view of work values, offering a wide variety of ways in which work can become a meaningful and rewarding part of an individual's total life experience. (Hoyt 1973). Students need opportunities that will enable them to develop their own attitudes toward the personal, psychological, social, and economic significance of work. By providing these opportunities career education endeavors to assist students in finding work satisfying and meaningful.

In addition, "To consider the kind of work a student may elect to do and the personal meaning that the concept of work conveys to him will go a long way toward helping him to discover who he is, to determine the kinds of activities that will bring the greatest meaning to his life, and to find concrete ways in which he can demonstrate, through the work he does, his worth as a unique human being."

Wanted: Transferable Academic Skills

A third aspect of the overall problem of student career disorientation is that students need skills that are transferable among career choices. Career choice is a continuous developmental process, in fact a sequence of choices that forms a career pattern throughout an individual's lifetime. Labor statistics suggest that the average adult male may have eight different occupations in his one career. Students need to be aware that collectively their future working lives will differ radically from past and present patterns; that they will change jobs more often, relocate more often, and change their type of work more often; and that they will require updating at one or more times in their lives to remain employable--all within one career.

Data on change of college majors support the fact that vocational interests are characterized more by variability than by consistency. In a study of the relationships between post-high school educational programs and occupations, Helen Astin, professor of higher education at the University of California at Los Angeles, noted that "high proportions of both men and women shift in and out of various occupational groupings during their undergraduate years" (Magarrell 1974a). A related fact is that

> Many college graduates who enter the labor force go into occupations that do not require degrees in the particular field in which they receive their bachelor's or master's degrees. Of those men with the baccalaureate degree who were employed full-time five years after college graduation, only about three-fourths who were engineering majors reported being employed as engineers; about the same proportion who majored in education reported that they were employed as teachers. Only one-fourth of the natural science majors worked in that field. Slightly over half of the business

> majors were in business or commerce; and less than five percent of the social science majors had positions as social scientists. Women with the bachelor's degree tend to be even less likely than men to go into the professional field that corresponds to their undergraduate field. (Astin et al. 1970)

Both of these factors, the changing nature of the work world and the indecisiveness of students in choosing majors or their inconsistency in pursuing jobs in related fields, are significant reasons for students to develop transferable skills. Astin, in fact, stated that one solution to the problem as reported in the University of California study would be to concentrate on development of skills that can be transferred from one field or occupation to another: "In essence the courses can be designed to develop competencies in mathematics, languages, and communication, as well as interpersonal skills, and skills in systematic inquiry or research."

This list of competencies is intended to include those that could be important in performing tasks in a wide variety of occupations that persons might enter after they complete college (Magarrell 1974a).

Wanted: Critical Career Skills

A further enumeration of those skills college students need to develop would include: job skills, entry level tasks, enabling workers to grow with the job and to make transfers to other occupational areas in the future; decision-making skills applicable to many aspects of daily living and working; job-seeking and job-securing skills sufficient to obtain employment appropriate for the individual's preparation and abilities; industrial discipline involving attitudes and habits necessary to maintain and progress in a job; adaptability skills for the pursuit of learning as a life-long process and the adjustment to changing jobs and job requirements; interpersonal relationship skills enabling the individual to function as a follower, co-worker, or leader in work (Bottoms 1973).

Students need such an opportunity to adapt their skills to changing needs, changing technology, and their own changing interests. These skills would not prematurely force an individual into a specific area of work but would expand his ability to choose widely from a broader range of options.

Wanted: Career Self-Concept

At the heart of career development is the individual's self-concept. The essential elements of a fully functioning individual in career development were identified by the Alabama State Department of Education (1972) in its position paper on career education:

> It is believed that the key to a full life is to become a self, to learn what you want to be; to believe that you can become what you want to be; to relate your experiences toward the roles that you want to assume; to provide a balance in your living; and to become a fully functional person. We refer to this, becoming a personality, as self-awareness--leading to self-identity.

The identification of self cannot be considered apart from the career process. Sadly, the word *career* is often used synonymously with *vocation*, *job* or even with *work*, and so, not surprisingly, students often confuse the idea of career with choosing one precise direction in life and having to persist in it regardless of its accord with their true selves. It is important that students not be so bound but be able to conceive of career as an exciting, dynamic, and continuously developing part of their total being. It is one of the goals of a career education program to encourage and foster this attitude and thinking about career, which places the self at the center of the process.

Wanted: Accurate Career Information

A sixth aspect of the problem of student career disorientation is that many students lack accurate and current career information. Our nation is a nation of employees. People work for other people in a cycle of production and services that is continuous. It is essential that every individual understands this system so that he can effectively make decisions about the work he does, where he does it, and for whom. An effective career education program seeks to reduce the differences between individual aspirations and the reality of manpower needs. In so doing the individual becomes aware of opportunities for future employment and is more capable of making realistic decisions (Heilman and Goldhammer 1973).

In his commencement address at Ohio State University, President Ford (1974a) stated:

> Your professors tell you that education unlocks creative genius and imagination and that you must develop your human potential. And students have accepted this. But then Catch 22 enters the picture. You spend four years in school, graduate, go into the job market and are told the rules have changed. There is no longer a demand for your specialty--another educational discipline is now required. And so one or two more years of study follows and you return again to the job market. Yet, what you now offer is saleable except that competition is severe. To succeed, you must acquire further credentials. So you go back to the university and ultimately emerge with a Masters or even a Ph.D. And you know what happens next? You go out to look for a job--and now they say you're over qualified!

The necessity for accurate career information is obvious when consideration is given to the constant innovations in technology that keep society's occupational structure and demands in a constant state of flux. New jobs are created yearly, old jobs disappear, and others undergo specific modifications. Some have estimated that automation will affect 60 million jobs within the next generation (Shertzer and Stone 1971).

Also, the most recent statistics by the Bureau of Labor estimate that the supply of college graduates may exceed the demand for college-educated workers by 10 percent between 1980 and 1985 if present patterns of education and work continue without major changes. Putting it another way, American colleges and universities are expected to produce twice as many graduates in the thirteen years following 1972 as they did during the preceding thirteen years, but the number of jobs requiring college degrees is not expected to double (Magarrell 1974b).

Addressing the October 1974 meeting of the College Entrance Examination Board, Willard Wirtz, president of the National Manpower Institute, pointed out that too many people are being trained for jobs that do not exist. He urged educators to become more sensitive to the realities of the job market. At the same conference U. S. Commissioner of Education, Terrel H. Bell, stated that each year students are more undecided about their careers. "Most young people are not clued in to the available choices and the needs of the future," the commissioner noted.

A Promising Approach and a Worthwhile Investment

Peter P. Muirhead (1973) has referred to career education as a "promising approach to education" that can serve the needs of a postindustrial society. Deputy Commissioner William F. Pierce (Church and Drier 1974) has stated that the career education concept has provided a means of bringing the educational system into proper balance by affording at least equal importance to the role of man as worker while at the same time "maintaining the emphasis of the importance of man as a truly educated citizen who can cope with a rapidly changing world."

In observing National Career Guidance Week, President Ford (1974b) stated:

> There is no greater national responsibility than that of helping young Americans find their way to productive and personally rewarding jobs. I urge America's industry, labor and professional and community leaders to join with high schools and colleges in helping to make students better aware of the many careers that are available. The opportunities are there. What we need is a systematic way to assist our young people as they decide what to do with their adult lives. There could not be a more worthwhile investment than this.

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THE
ACADEMIC MAINSTREAM
SYSTEM

CAREER DEVELOPMENT

An Initial Impression

James T. Lawrence, Arts And Sciences, Dean's Office

In the first year (1975-76) of the Office of Career Development's existence at The University of Alabama, I maintained two opposite and seemingly contradictory impressions of the program. One was a feeling of uselessness and frustration; the other was one of necessity and accomplishment. Usually, an innovative program produces a neat movement from one impression into the next. This, however, was not my case. These conflicting feelings seemed to alternate with irregular timing.

Initially, I carried the title of Mainstream Coordinator for Pre-Major Studies, which is a three-semester program designed as an advising package for undeclared freshmen and sophomore students in the College of Arts and Sciences. My first reaction to that specific job, as well as to the program in general, was negative, primarily because I received no precise guidance on an approach to career education. I realized that our program was an initial one nationally, so no guidelines existed. I also understood that we were supposed to be developing our own program; yet, the absence of specific directions to follow gave me an uneasy feeling. Perhaps it was a fear of my own lack of creativity, but it also could have been due to, as I saw it, an instability in the whole concept of career education.

Another powerful negative feeling generated early in the program was caused by the campus-wide skepticism or open rejection of career development. Not only were many or most members of the Arts and

Sciences faculty distrustful of the entire idea, but members within the program itself were skeptical. Thus, the team that was formed was not a convincing one, and this lack of belief in the ideas of career education fostered a similar reaction in me.

Observing this group during the past academic year, I have noticed individuals moving in one of two directions. Some of the initial members of the Career Development team have turned away from the philosophies and purposes of the program. Although their negative growth has not been solely due to lack of acceptance of the concepts of career education--some of them have received outside pressures to suspend their working relationship with the program--many have become disinterested and unconvincing and are ending their association. Significantly, some of the most vocal from a negative viewpoint to the program initially are the ones leaving. In some cases, I personally never heard a positive response to anything the program attempted in an entire year.

The other group of initial members developed a positive attitude. I place myself in this group. These people, perhaps skeptical at first, began attempting to understand the positive aspects of career education. They also put the tendency to intellectual elitism behind them and studied the possibilities of the program. Although in some cases it took the full year to convert the members of this group, they now exist and form a solid nucleus within the one-year-old program.

My own conversion is simple to state. I finally saw the need for career education. Once I accepted the "career equals lifestyle" concept, I realized that, in an economically minded generation, students are questioning the purpose of college. More specifically, they are questioning the relevancy of college and, in many cases, the college cannot respond. Thus, the gap becomes obvious. From the ivory towers, many educators are saying, "Here is what we offer--take it or leave it." The students and parents are beginning to respond, "Perhaps we can leave it." College, a necessity in the 1950s and 1960s, is becoming a luxury in the 1970s, and this is due mainly to its lack of flexibility. This gap is apparent at Alabama, and I recognized that the university's continued role in education leadership will depend, in part, on its increased awareness of the need for flexibility.

Another reason for my acceptance of career education was a reexamination of this particular university's purpose. Here I discovered another gap. As an academician, I had been exposed only to the intellectual elitism found especially in the liberal arts. Until my association with Career Development, I considered the university's role a singular mission of creating the intellectual. Yet across the quadrangle the university's board of trustees and administration are moving in an opposite direction. Accepting the label of "state university," the administration is increasing its scope to include all the people of the state of Alabama. Proof of this movement is a lowering of admissions standards and encouragement of the creation of practical curricula. Yet these two most important divisions of the university have never communicated--one group is moving in one direction while the other remains stubbornly fixed. Thus, there is a need for a vehicle to bridge this gap. I saw the Office of Career Development as that vehicle.

This bridging is the Career Development office's major battle. One of the office's primary functions is the reconciliation of the contrasting goals of the faculty and administration. More specifically, it is the attempted demonstration of the already present relevancy of college to an elitist faculty. And here my report becomes a positive one.

I have witnessed a surprising, almost incredible, conversion of a liberal arts faculty. The process has been slow, but it is occurring, Although I will not list specific examples here, I will say that I have seen enough to believe that the program will eventually be accepted and, at that time, will function as designed. It must be remembered that college faculty, although claiming to be the most intelligent of any grouping of people, are often quite narrow when the word *change* creeps into their thinking. This has been more than obvious in our office's acceptance, or lack of acceptance, at Alabama. But eventually, even the most narrow should see that their existence depends on the relevance of what they are doing and their flexibility in a fast-moving, modern existence.

I experienced the same ebb and flow of emotions on a personal level that I felt on the general. As the coordinator of Pre-Major Studies, I saw Career Development as the ideal tool for introducing career thinking to these undecided freshmen and sophomores. I was disappointed in the apparent lack of career education at the high school level; so many of the pre-majors had no idea of the importance of career orientation at this stage in their maturation. Yet I was cautious not to overfeed this career business for fear of rejection. So, I attempted a subtle approach to initial career exposure, and I achieved subtlety by speaking in vague terms. I saw my job as one of cranking up the career wheels in the heads of these younger students while never overworking them with long lists of boring and useless statistics on job descriptions and salary scales. They were not ready for that; they needed some basic definitions and understandings on which to build. I saw myself as the first step in their career development. Once my job was accomplished, I would pass them on to the mainstream coordinator in a specific academic area, which the students, now juniors and seniors, had identified. Ideally, then, this is how I saw my job.

It did not work as I had visualized. This was not the fault of the Office of Career Development, but of the Dean's Office, College of Arts and Sciences. More specifically, the fault was mine, as pre-major coordinator for the dean's office, and not mine, as a mainstream coordinator for the Office of Career Development. Simply, I did not reach as many students as I should have. The two plans to spread initial career information were a speech on career thinking, to be given by me before a large group of pre-major students, and a career checklist or quiz, to be administered by the Office of

Academic Advising, College of Arts and Sciences, as the pre-majors came in for their scheduled academic advising. Neither was successful. Only 150 or so students out of a possible 450 attended the speech on career thinking. Those who were there seemed to profit; they appeared interested and asked questions. But the number attending was disappointingly small. The checklist, or career quiz, was not administered because the majority of pre-major students failed to appear for the scheduled but optional advising sessions.

Something positive did come from these failures. I saw the need for this early career education and am, at present, putting together a course called Freshman Seminar II (Freshman Seminar I is a general orientation course taught in the fall semester for all interested freshmen), which will greatly emphasize initial career exposure. Freshman Seminar II will occur in the spring semester and deal primarily with decision making, self-evaluation, and career thinking. I think it is important here to note the use of the term *career education*. I see my duty as initial, high-level exposure to the basic elements of careers. I think it is wrong to confuse freshmen, who perhaps have had no career thoughts before, with numerous facts and figures of the employment game. This type of specific information becomes necessary as the students identify with a specific occupational goal. Thus, Freshman Seminar II will be a simple planting of the career seed; the responsibility for its growth will depend on others.

My final point of optimism is my own new acceptance of the basic premises of career education. Specifically, I have finally seen the relationship between the purpose of a liberal arts education and career development. I understand the theories proposed by the U. S. Office of Education that bring these two forces together, although this acceptance has not been a natural one.

The liberal arts program is not considered career related. In fact, many of the faculty in the liberal arts are offended by any mention of career education. They see nothing occupational about such cultural diversions as art, music, literature, history, and philosophy. Yet the acceptance of *career* as meaning something much greater than job performance places a new perspective on the liberal arts. As soon as the concepts of *career* and *lifestyle* are reconciled, the necessity of the equation of the liberal arts to career development becomes obvious. I personally feel that a liberal arts graduate is much better suited for the postcollege experience than someone who has completed only a professional curriculum. This brings back that one key word in career development--flexibility. The liberal arts graduate may not have all the mechanical information necessary to step right into the performing job after college, but the liberal arts type does have the flexibility to do everything else. Thus, once the mechanics of the job are learned, the liberal arts graduate provides his employer with greater occupational depth than the preprofessional graduate. The liberal arts type combines the newly learned specifics of the job, which many companies prefer to teach anyway, with a proven ability to communicate both orally and in writing, to think at both the concrete and abstract levels, and to understand and appreciate human existence. It is, perhaps, this last quality--an appreciation of the world and its people--that makes the liberal arts student the best available. Few jobs are jobs in isolation; the majority require human contact. Who is better for that job than one who understands and appreciates others? Who is better qualified for work than one who not only knows where man is, but also where he has been and where he is going? What I'm talking about here is the complete person, not someone who is trained only for a nine-to-five existence. For me, the program in career development has brought the value of a liberal arts education out into the open and has shown the true worth of a liberal arts graduate to society.

In conclusion, the Office of Career Development at The University of Alabama has had a positive effect on me, not because it provided me with specific information on the world of work, not because it gave me a job, not because it was an innovative approach to the objectives of college, but because it provided me with a new slant on myself and my place in the university. My own conversion to the philosophies of career education has been the most positive aspect of my association with the program. There is an old saying, something about one man not being able to do much in this big world. In this case, I do not agree. Certainly, I am only one man; yet, my new thoughts on such ideas as the relevancy of college, the flexibility of its graduates, the value of a full and successful life provided by the liberal arts have provided me with a modified approach to college. All these new values are due directly to my participation in Career Development, and my advice to students and influence on students is now deeply colored by my exposure to that office.

CAREER DEVELOPMENT AND THE HUMANITIES

Sara deSaussure Davis, Humanities

Last fall when I told my friends and colleagues that I was working with the Office of Career Development, their response was typically: "What's a nice girl like you doing in a program like that?" And for some time I wondered the same thing myself. Our fears and suspicions about career development were predictable, inevitable perhaps, given our assumptions as faculty in the College of Arts and Sciences. What seemed at first a personal struggle of integrity for me between my beliefs as an English professor and my beliefs as a participant in the Career Development Program proved to be a reflection of a larger problem. In defending my participation in the program, I discovered that "our assumptions" in Arts and Sciences, as well as my commitment to Career Development, required examination, questioning, and definition. The tension of that struggle has helped raise the important issues of career development in the liberal arts.

The fundamental issue is the degree to which career development goals conflict with those of the traditional liberal arts education. According to the Arts and Sciences Catalog, the purpose of the liberal arts curricula at The University of Alabama is:

> to help the student prepare himself [herself] for life in the cultural setting in which he [she] will practice his [her] vocation or profession. To do this, a liberal education must provide him [her] with opportunities (a) to acquire as much factual knowledge as possible about the realities and potentialities of this broader world, (b) to learn to think about these facts and to evaluate

> them, and (c) to learn to direct his [her] own private
> and public life in accordance with the knowledge and
> the discrimination which he [she] has developed.
> (UA Bulletin, 3, 1974, p. 6)

Assuming that "the cultural setting" and "public life" include vocation or profession, the purposes of career development are in harmony with those of the liberal arts.

The idea that the liberal arts addresses the whole person is also essentially one with the basic purpose of career development: to develop and concentrate on the lifelong interrelations among and between living, learning, and work. What then is the source of conflict? I found a number of causes, including: ignorance of the program; resentment of federally endowed activities ("Why can't they hire more new professors instead?"); resistance to additional administrative superstructure in the university; suspicion of and contempt for career development jargon; and fear of vocationalism, which most of my colleagues believe lurks just beneath the surface of career development theory. Ignorance, resentment, resistance, suspicion, and fear: the words bespeak a panoply of hostility. And yet, the first three causes of conflict (ignorance, resentment of federal money and of more administrators) almost automatically disappear when the faculty generally accepts the worth and credibility of the program. Such acceptance, however, depends substantially on eradicating those last two sources of conflict.

Jargon is not a disease confined to new programs. Alas. But new programs--anxious to appear credible and acceptable--frequently choose current, faddish language that is just cresting in usage, or misusage, I should say. And for my colleagues in humanities the facile, awkward, and shopworn words of educational and governmental jargon reflect the opposite of what their writers intend: instead of innovation, exhaustion; instead of confidence, diffidence. In fact, jargon is not a disease at all but a symptom. The disease is insecurity. Since one of the implied goals of the Career Development Program is to win the confidence and active support of the faculty, it is essential that the language used to talk to them be pure, simple English. The program must resolve to do without such pseudoverbs as *finalize, maximize, conceptualize, actualize* and to avoid such lingo of science and social science as *module, component, feedback, input, output*. The program has had legitimate growing pains in the effort to formulate its goals, but even at its most theoretical the program must avoid clichés, vague language, and messianic promises.

On the other hand, what Career Development has done effectively, and I think legitimately, is redefine the meaning of several words necessary to redirect our thinking about careers: for example, *work, career, job, leisure, vocation, occupation*. That kind of semantic change reflects the organic relation between thought and word, between action and language. Because our beliefs about the nature of career and work have changed, the meanings of the words we use to describe these concepts must change as well.

The liberal arts's fear of vocationalism is unfounded, though the charge deserves some examination. Leaving career development out of the problem for a moment, I believe that legislators and parents of college-aged students are determined to see a dollar-for-dollar return on their investment in higher education; and for them, that return is most visibly and easily measured in the postuniversity salaries of our graduates. Parents and legislators believe, therefore, that a college degree prepares one for wage earning. And we, in higher education, are responsible for that thinking. For a period of time I can't document but that I know reaches back to my senior year in high school (1961), colleges and universities have quoted statistics saying that a degree meant higher earnings. Implicitly, then, we sold ourselves; and now that our monetary worth has slipped, we look rather hypocritical when we say indignantly that a university education isn't about money or jobs at all. It is not, of course, but to be believed we should have said that when our stock was up.

Furthermore, we in the liberal arts have protested so loudly that our education does not prepare our students to do anything in particular that business, industry, and government appear to have taken us at our word and have turned to narrowly trained professional school graduates, when statistics and executives clearly state that they would prefer someone more broadly educated. The difference between a B.A. graduate who believes him/herself capable of doing nothing in particular and one who believes him/herself capable of doing almost anything is one of perspective and attitude. Enter Career Development, whose task will be seen historically, I think, as one of tearing down the two sets of walls between the (liberal arts) college campus and business. To reduce the problem to its simplest terms, the liberal arts needs to restore its sense of worth (not in monetary terms) beyond the campus, and the working world needs humanizing.

The statistics and reports concerning the number of B.A.'s being hired by business, industry, and government are contradictory. For example, a position statement by The College Placement Council, *Four-Year Liberal Arts Graduates* (1975), reports that in 1974 "liberal arts hiring has decreased compared with that of five years ago. During that 1973-74 college year, 32% reported hiring no liberal arts graduates compared with 24% five years ago" (p. 9). The council also notes that according to a survey of 1971-72 graduates by the U. S. Bureau of Labor Statistics, humanities and social sciences had "the highest percentage of unemployment in the surveyed group" (p. 9). The other side of the case is presented by Donald S. MacNaughton in "Four Academic Myths about Business" (*Change*, 8 April 1976, 8-9):

> Myth 4--*Business has no use for liberal arts graduates.* I don't believe this has ever been true, and certainly it is not the case today. In my own company headquarters, we have approximately 1,000 people who were hired for college-graduate entry-level positions. Of this group, 65 percent had degrees in the liberal arts as compared with 35 percent who were trained in engineering, business and administration, law, and so forth. Going back a generation, I find that of the 30 senior offices in my own company, well over half are liberal arts graduates. (p. 9)

MacNaughton's last statement is particularly important. "Going back a generation" would mean that those people were hired during the 1930s and early 1940s, I assume, when traditional hiring practices were broken by the demands of the Depression and World War II (a fact Rita Jacobs of the American Studies Association pointed out to me). That those liberal arts graduates are now in power is a favorable sign for our graduates, if they know to take advantage of it.

What Career Development must help or encourage humanities faculty to do is to teach their students the strategies of using (or putting to use) their liberal education. *Using* is neither prostituting nor demeaning. Use involves both practice and theory, as Thoreau said in *Walden*: "To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but so to love wisdom as to live according to its dictates, a life of simplicity, magnanimity, and trust. It is to solve some of the problems of life, not only theoretically, but practically" (*Walden and Civil Disobedience*, ed. Owen Thomas, A Norton Critical Edition, New York: W. W. Norton, 1966, p. 9).

Career Dimensions of English

James C. Raymond, English

Probably the best thing an English professor can do with questions about careers is to resist them. Except for very few people, English--literature, linguistics, and writing--will never provide a livelihood. To pretend that it does is to deny our own experience: for those of us who are teaching now, the A.B. in English opened few doors, if any, except those to graduate school. And those of us who have been in graduate school recently know that many of our friends are still languishing there, like Penelope with her tapestry, writing dissertations by day and unwriting them at night lest they become over-qualified for the wages they earn as teaching assistants. Even now when we visit businesses downtown, or social clubs, or executive offices of local industries, we become painfully aware that our superior literacy has only brought us farther away from what Vonnegut describes as the secret rivers of money running through this country, not closer to them.

When students ask about career dimensions, they are asking about money-making skills. We might tell them how to translate what they do in English classes (writing a critical paper about Robert Lowell's poetry) to terms that employers prefer (research, analysis, synthesis, organization, testing, and detailed follow through); but I have an uneasy suspicion that employers will be only amused, if not chagrined, when they find out that our students are only talking about term papers much like those written by every other student on campus.

Another response to our students might be to tell them about the many professional careers open to people with English majors, as long as we admit that professional training is also required. People with English degrees are indeed welcomed into medical schools, law schools, graduate schools of communication, graduate schools of business, and graduate schools of social work--which is a nice way of saying that English majors may be employable if they earn another degree as well. English majors can also become editors and writers, provided they have picked up editorial skills and advertising techniques usually not offered in the English department. And they can find work in factories and in civil service, if they are willing to be retrained for those kinds of jobs.

In itself, English is not a money-making field. It is sometimes suggested that we circumvent this inconvenient fact by defining *career* in such a way that it includes non-money-making-but-nevertheless-worthwhile skills. This would give us about as much credibility as a preacher who says that asceticism, properly defined, is really fun. When students ask about careers, they are asking about jobs; to answer them in terms of unmarketable skills is to play Humpty-Dumpty, defining words to our own advantage, and convincing no one, not even ourselves.

What then do English courses teach about composition, linguistics, and literature that is worth knowing? Quite a bit. A rhetorically based composition course, for example, can teach students to put their intuitions and insights into forms that can be tested. It can teach them to observe and classify data, to distinguish fact from opinion, to formulate definitions, to substantiate opinion with evidence, to discover the connections that give meaning to events, and to express those meanings with clarity and, on occasion, grace. And it can teach them to understand how rhetoric determines policy in all those areas where the empirical sciences fail us (our definition of human life, our attitude toward death, our policies regarding the establishment of nuclear power plants or the retention of territories acquired during a colonial era). Whether or not people who can perform these operations make more money than those who can't is an irrelevant question.

Linguistics is valuable both as a liberal art and an applied science. As a liberal art, it shows how language not only describes what we perceive, but to a certain extent limits our perceptions; it explores the structure of language, which is interesting for its own sake; and it provides yet another tool for literary analysis. As an applied science, linguistics can, among other things, explain why language sometimes fails to communicate, provide a basis for understanding local brain functions and disorders, shed light upon the intellectual development of children, and show how social and economic injustice is sometimes related to cultural bias in language. The monetary value of linguistics, however, has not yet been determined.

In literature courses, students become acquainted with Chaucer, Shakespeare, Donne, Fielding, Johnson, Hawthorne, Whitman, Keats, Faulkner, Eliot, Hemingway, Fitzgerald, Barth, and Fowles; but personnel directors often fail to recognize more than a few of these names. More importantly, literature is a study of human values, and as such it is sometimes subversive to the financial interests of our clientele. This does not mean that literature is an opiate of the student body, making them heedless of personal prosperity; it does mean, however, that students of literature should perceive prosperity as a value relative to many others, rather than as an index of the worth of individuals, institutions, and civilizations.

Aren't these admissions disloyal to the best interest of English departments? Shouldn't we bolster our enrollments by emphasizing the economic advantages of English? Isn't it wise to package our product so that consumers (students) and investors (taxpayers) are attracted to it?

Reasonable and honest minds will answer these questions differently. In my opinion, it would be suicidal for English departments to compete with professional schools and with the hard sciences in the arena of marketable skills. Why not, instead, ask these other programs to attract students by advertising what they do to preserve culture and the humanities, to teach critical thinking in areas beyond empiricism, and to make value judgments based on ideals other than utilitarianism, expediency, or self-interest? If we must play the game, then we should play it to our strongest suit, not our weakest. If students and taxpayers cannot understand the value of literature, our best interest is to inform them, not to pretend that our goals are different from what they really are.

All this is not to suggest that English has no career dimensions. Certainly lawyers who can write well have an advantage over those who can't, and business people who can compose their own letters are better off than those who rely on their secretaries, and schoolteachers who publish are less likely to be laid off than those who don't.

But the real value of courses in English are those nonutilitarian, unmeasurable, and unmarketable skills that just might prevent us from becoming space-age barbarians. Unfortunately, most students cannot perceive values as subtle as these until after they've had the courses, and often not then. By the time students are sophisticated enough to understand how English relates to their careers, they no longer ask the question.

Career Development in the American Studies Classroom

Margaret Rose Gladney, American Studies

If a university education today may be viewed as at least one avenue of preparation for multiple roles and lifestyles in the future, it seems increasingly evident that a knowledge of the dynamics of one's own culture is a necessary ingredient in that preparation. American Studies encourages students to examine themselves in relationship to their culture, its myths, ideals, and personalities. It fosters an interdisciplinary, holistic approach to the study of issues and problems as well as social and historical events.

At The University of Alabama students who elect to major in American Studies become actively involved in building their own program of study. After taking a core of basic courses in American literature, history, political and social science, arts and humanities, each student selects a problem or area of interest within American society as a whole on which to focus. Students may choose from courses throughout the university and may supplement those courses with independent readings and field work experiences in order to work on a particular ideal or develop a broad background for understanding a certain problem, such as the role of minorities in American culture, environmental issues, or the Southern experience. Rather than following a prescribed curriculum, each student in consultation with faculty advisors is asked to think about long-range future plans, immediate interests, strengths and weaknesses, and to design a program of study to meet those individual needs. The student then is involved in creative problem solving, in analyzing and synthesizing, and most importantly in creating possibilities for future living and learning in the very process of majoring in American Studies. Students who have a sense of personal responsibility for and actual experience in creating their own education are also better prepared to create career opportunities for themselves.

The question here is how does one implement this general program philosophy in the classroom. In my American Studies classes I focus on the Southern region, its culture and people, as a significant part of the study of American culture as a whole. I feel that it is important for students to do more than read someone's study of Southern culture or even records of various Southerners' lives. I look for ways to encourage students to examine their own lives and values and to actively engage in problem solving on issues relating to their present and future lives.

The Young South: A Study in Changing Consciousness is a course designed to examine social, political, and economic changes in the South of the last twenty-five years. Students are asked to look at themselves and their values as young Southerners and to explore the effects of such phenomena as the civil rights movement, strip mining, the development of agri-business on their own lives. They are also encouraged to project their thinking into the future and to posit ideas for future development of the region.

Assignments include the keeping of a journal in which the student not only evaluates the assigned readings and class activities but also records out-of-class experiences--conversations with friends, campus events, a newspaper article--that relate to ideas and topics discussed in class. Students also research and present to the class projects on problems or issues of personal interest to them, such as the development of the Tennessee-Tombigbee Waterway, black land loss in Alabama, changing images of Southern politicians, institutional racism at The University of Alabama.

I also invite guest speakers from the region whose lives and work exemplify a changing Southern consciousness and who provide another link between the world of work and the ideas and theories explored in the class. A former American Studies major and now the director of the Alabama Civil Liberties Union spoke of his efforts to eliminate racism in the public media. The director of the Federation of Southern Co-operatives, a black educator, politician, and civil rights activist, spoke of the importance of educating people to deal with their real, everyday needs. Another young black man spoke of his work with the local housing authority to develop recreational programs for youth in housing projects throughout the city.

In Women in the South we look at certain images and myths about Southern culture that deal especially with women. Traditionally in literature and history Southern women have been seen as either white ladies (the Southern belle) or black maids (mammies). In this class we examine the relationship between these two and seek to move beyond the stereotypes to explore the roles of all women in all levels of Southern society. Perhaps even more than in the Young South class students are asked to examine their own lives and the lives of Southern women whom they know as they study their culture and its influence on their own self-concepts and their goals and expectations for themselves as women and men in the future.

While reading and discussing autobiographical works of white and black Southern women, students write their own autobiographies in which they focus especially on the influence of Southern traditions and the lessons of their childhood regarding religion, race, and sex. For a final project each student researches and writes the life story of a Southern woman. Often students select relatives or close friends; grandmothers are very popular. Occasionally a student chooses to study the life of someone who is widely known, but they are encouraged to select a woman whose story might not otherwise be told. When these lives are shared with the class, the course includes representatives of women who range in age from twenty-two to one hundred and seven and whose religious, racial, social, and economic backgrounds are equally varied.

As in The Young South I find it helpful to bring in guest speakers who are themselves Southern women to talk about their lives and their images of themselves as women and as Southerners. We have had as guests a seventy-two year old white woman, consciously raised to be a Southern lady, who not only married and raised a family but also worked hard to abolish the poll tax in Alabama and actively participated in the civil rights movement; a thirty-year-old black woman, born and raised in rural Mississippi, who has been actively involved in organizing and building a health cooperative for poor people in a rural black belt county in Alabama; and a young poet from the coal mining country near Hazard, Kentucky, who is working her way through an M.A. program in sociology at George Washington University by being a secretary for the physical education department.

Often it is easier for the teacher than for the students to feel that the content and activities of a course are relevant to students' lives. Recently, however, a student in Women in the South felt that the class was significantly different and interesting enough to be newsworthy. For an assignment in her journalism course she asked the students in Women in the South to fill out a questionnaire about themselves and their ideas about the course. The following examples are representative of the answers she received in response to the question: "How do you see this class as being of value to your career or interest in life?"

> This class has taught me to take a good look at myself as a Southern woman and to understand others' lifestyles which are different from my own. In my future of social work I am sure I will come in contact with various types of people. Learning more about each other and our differing lifestyles should be a great asset in working with and helping others.
>
> When you read an autobiography of someone raised much as you were, you can see the forces that shaped their lives at work also shaping yours. It raises your awareness.

> I have become more open-minded and hopefully more understanding of attitudes toward women, held by men and the women themselves. As a woman who wants a career, its important to understand hindrances and positive aspects to seeking a career outside the home.
>
> It makes me feel that I should go after those things in life I want most, and if capable of doing it I should be able to have them.
>
> I am learning as a woman how to cope and live happily in this male-oriented world. I am learning to speak out, to not be afraid, to be independent. I am learning how to live. I can do anything, and I have found that I am strong and capable of taking care of myself.

Clearly, these students do perceive a relationship between this American Studies class and the development of their own careers.

SCIENCE FACULTY ATTITUDES TOWARD CAREER DEVELOPMENT

2

Thomas R. Bauman, Natural Sciences

To most of our science faculty the term *career development* seems invariably to mean only *vocational education*. In most other colleges too it probably evokes the mental picture of training students to use scientific equipment like microscopes, computers, contour gauges--much like a prospective mason would be trained to mix concrete and lay bricks. With this training, a science-oriented student would graduate from college, seek and hold down an eight-hour-a-day job performing at a level that requires no use of skills that educators feel students come to college to learn--how to make judgments based on facts at hand, reasoning, synthesis of new ideas based on knowledge of old ideas or facts, the application of old established techniques in new frontiers. The sciences of liberal arts colleges have emerged to provide experience in the rigor of intellectual discipline and the nature of logical thought. This fits intricately into other aspects of the liberal arts education, which seeks to awaken the intelligence and open the doors of self-awareness and self-education.[1]

Most educators concerned with career development programs feel that they are quite compatible with the ideas of a liberal education and are not meant to replace it or subvert it, but only to add a new dimension that could significantly enhance its effectiveness. The first objective of such a program should be to establish and clearly define the goals of the proposed career development program.

The basic theme presented to the science faculty this year was the concept of bringing about a much closer relationship and understanding between the worlds of academia (classroom) and work in future career choices. To bridge this gap between students and the world of work, we attempted to recruit faculty members in the sciences as a definitive source of information concerning the requirements and rewards of careers in their area. The faculty members were asked to devote the equivalent of one hour of class time per semester extolling the purposefulness of material covered in their classes, skills that may be transferable from one career area to another, the lifestyle and rewards of a career in their area, and how their class material may relate to future possibilities for careers. In this way, it was hoped that students would be encouraged to identify and verify their vocational goals (areas of major or minor) and master the skills (ability to analyze problems, decision making, synthetic thought) that we feel will be necessary in the jobs that interest them. In short, the faculty members were asked to foster the idea that a career in the sciences is a "life long experience" and to make their experience and knowledge in their area available to undergraduate students so that they could more intelligently decide if they wanted or could realistically handle a science career. No one was asked to provide any type of placement services.

Posing the question, "Does career development have a place on college campuses?" to a science faculty member certainly will not leave you wondering long about his or her opinion. That opinion, however, will be biased by many things, but I think the most important thing to consider is the faculty members' interaction with the world of work in their area of interest and whether they consider students as more than a necessary evil to be tolerated as part of their job. Before that question can be answered intelligently (accurately may be an impossibility) one must look at several aspects of the world of college education and the contemporary world outside it.

The students in our colleges today are a vastly different group than in past years, and the world they live in and pressures exerted on them are continually changing. Surveys conducted on attitudes of college students toward their education indicate that approximately 85 percent of these students have come to college to prepare for a career--or, more crudely, a "job." In a survey I conducted by myself during the spring semester of 1976, questionnaires sent out to the last three years graduating biology majors indicate that 94 percent returning the questionnaires went to college to prepare for a career. In a world in which most advertising is oriented toward the advantages and luxuries of an affluent society, with young couples of college age owning new cars and new homes, when many of the popular heros are professional people like doctors and lawyers, it shouldn't surprise us that the younger generations are coming to college to prepare for a job that will guarantee them the monetary reward and lifestyle they want. Parents have literally been pushing their children into colleges to pursue a career that will allow them to be "happier" doing something they enjoy as well as make the money to afford things they didn't have. Competition for jobs is becoming tougher and tougher, and pursuing a career in a professional field is the way to be sure to land a good job. After eighteen years of hearing, seeing, and feeling these influences, how can we as educators expect students to enter college for the sake of education alone without some strong feeling for "how is it going to benefit them?" We may deplore that attitude in students, but how can we justifiably outright condemn it?

The faculty of science departments and other divisions of liberal arts colleges have, as mentioned previously, traditionally thought of a college education as the process of developing ourselves as persons with the ability to see and understand ourselves in relation to the rest of the world. This process has never needed to be associated with what one chose to do for the rest of life; it was felt that whatever he chose to do, he would be a better person doing it because of college education. Therefore the faculty taught only for the purpose of educating--no one would even dare to question its relevancy or usefulness beyond the college classroom. Hence, faculty have taught and completely divorced themselves from the question of what comes after--

our contract was to teach, that we did. We send home our students with the ability to ponder the wonders of the universe, the deeper mysteries of life, the concept of God. We have shown them how to appreciate life and have made them better people because of it. But ponder for a minute your own response to your son or daughter returning home jobless after an investment of a minimum of about $5,000 and four years of their life to announce to you that they appreciate life because of their college education. We didn't quite receive an enthusiastic thank you from the parents of the "hippies" of the late sixties and early seventies. Do you think your students or their parents are satisfied with that kind of a return on their investment?

In recent and even not so recent times, funding for institutions of higher education has declined and become unpredictable. This has been brought about in part by student unrest and complaints of the irrelevancy of education to life and career opportunities during the late sixties and early seventies. Clearly now jobs are even tougher to get; interest in liberal arts and teacher training are fading fast; unemployment will remain high; college enrollments will level or fall off; the college age group is shrinking, and fewer yet will choose to go to college at all. The trends in the world of business are toward the practical, and education should begin to follow that trend to prevent a generation of educated, but unemployable, misfits.

The initial response of faculty in science departments was indifference toward the program. The following percentage of the faculty in various departments expressed a desire to talk with the science area coordinator about the program: Biology, 76 percent; Chemistry, 40 percent; Geology and Geography, 30 percent; Mathematics, 0 percent; Microbiology, 100 percent; and Physics, 31 percent. Those responding were interested to varying degrees, ranging from "very enthusiastic" to "skeptical, but felt some good could come from it" to "totally against the program." In general those enthusiastic about the program expressed the same interests and concerns as those proposing the program, so their responses will not be elaborated upon. It will suffice to say that there were few of these individuals, some departments totally devoid of them. Those individuals in support of at least some aspect of the program made up the largest category. They seemed to feel a definite need for some portions but felt they didn't know what to do about it or how to approach it. However, they did concede that if furnished with certain supplementary materials, they could and would incorporate it into classroom work. Those totally or in a large part against the program merely said that it had no place in college and that they didn't have time for it. Of the departmental chairpersons contacted, two enthusiastically supported it, three were indifferent, and one was totally against it.

In following up ideas that most frequently came to light during the discussions, it became apparent that problems would pose major stumbling blocks to wide acceptance of and participation in the program. These will be briefly discussed, and based upon these attitudes, an alternate approach to the implementation of the program is suggested.

The two most frequently expressed attitudes of the faculty were: (1) they didn't have time to devote to it, and (2) it had no place in a college classroom. It was hard to conceive, for me, that the material to be covered in a whole semester class was so crucial and programmed that one hours time was simply out of the question--the same feeling struck me about the faculty's time outside the class being so totally full of matters so important that a few hours devoted to students was out of the question. Recalling the ideas of liberal arts education, I could more easily accept the basis for the attitude that the program had no place in college. If you ponder these attitudes--knowledge for the sake of knowledge and no time outside of class for students--you begin to recognize a pattern of events that suggests very strongly yet a third prevalent attitude, and that is called "research."

In the sciences, no matter what the expressed policy of a department is, the most important activity by the faculty is research. It is the only documentable productivity that can unequivocably show that you have been busy. Research is essential to all science departments in order that they keep abreast of recent findings in these areas and provide an up-to-date education for their students. No one can deny that, nor should they, but the implementation and idealistic balance in that aspect of the faculty's responsibility has become slightly "skewed." In most departments it has become an all-consuming preoccupation that demands productivity, no matter what the quality. Research productivity, most faculty realize, is the only way to promotion and recognition within their department, or by the administration. Because most faculty desire promotions and recognition, eventually most of their efforts get channeled into research activities. Why then should anyone be willing to give up time or rewards associated with research to partake in activities that for the most part go unrecognized and unrewarded? Those participating in departmental programs of a service nature are the faculty not concerned with promotion or tenure decisions, and since that is a very small percentage of the whole other programs receive only partial support and limited efforts. What program has much chance for success under such conditions?

Most faculty in the science departments do not envision education in their field as training a person to do a job. We would never want to see our courses contain only "how-to" material, for that approach to career development would surely convert us to trade schools. Instead we feel that if students understand the principles and reasoning behind something, they can freely adapt and are able to solve problems that "how-to" training would never prepare them for. The role that this career development program would play can be thought of as tying the world of classroom learning to the world of work--to illustrate that some principle learned in class does have application in solving a problem in the current world of work.

A few examples of how it attempts to do this will illustrate that the program has no intention of "training" students, but of forming pertinent and relevant relationships with careers that will follow the educational process. One can readily relate to the contemporary values of a subject. In biology for instance, one could easily elaborate upon the relationship of genetics and heredity to the current concepts and attempts at genetic programming. Much of science education is really accumulating a vast storage of facts that gives a student the background material upon which he can draw to synthesize new ideas or reason a solution to a problem. These skills certainly will have a place in the world of work, although they are thought of as primarily educational skills. The program attempts to develop the concept that career opportunities vary from time to time, and from area to area, so the students should approach their primary scholastic goal with at least one possible alternative in mind if they don't succeed in the primary quest. This can be extended to include combining of parts of curriculums to take advantage of the best possibilities of two career areas; for example, combine an interest in biology with an ability in law and pursue a career in environmental law. These examples will suffice, I think, to demonstrate that career development programs do not have to be vocational school type.

Concerning the place of career development in college, most of us are aware and freely admit that jobs are hard to come by, in some areas worse than others. Many of the biology faculty, for example, feel a bachelor's degree in biology is worthless in terms of credentials when job hunting. The demand at all levels of employment for biologists with a B.A. or B.S. is next to nothing. Our recent survey of graduating seniors (1973-75) indicates that, roughly, only 60 percent of them found employment related in some aspect to biology. These jobs included many professions relating to biological sciences and many to preparation for biology-related professions (medical or dental school). Most of the faculty were not surprised at this proportion of nonsuccess in career placement; most expressed a genuine concern for the lack of employment opportunities. Many, however, also felt that is the chance a student takes when embarking upon a career in biology--no one is guaranteed of success in any endeavor in life. Much the same situation is true for other science areas, particularly chemistry, where demand for generalized-degree candidates is very low.

Granted that no one can guarantee success in job placement after graduation, but why should we allow students to complete three or four years in a curriculum without knowledge that chances of a career in the area are poor? Since, in these troubled times of inadequate funding, the greater the number of students enrolled, the more funds allocated to the department, a vicious competition ensues among departments, colleges, and schools to attract students to their program to get the greatest share of money. Students' money and time now become sought-after commodities, but again, what return will they get on their investment? Should biology make an effort to spread the word around that its career opportunities are very limited and chance loosing a substantial portion of its students and funding? None of the faculty asked supported this idea, and of course that's not hard to understand. No one wants to cut off his own funding and possibly his own job. The fact remains, nevertheless, that we actively recruit students into college (all areas), greedily accept their money, demand some portion of their time, and in many cases give them no return on their investment (except to say they are now educated), and expect them to thank us for it. Career development cannot alleviate that problem totally, but with a very small investment of time faculty can direct students' career planning to include alternate or related career choices, advise on areas that do have opportunities and those that are less promising, and so forth. Some students will persist in those areas even with the knowledge that career opportunities are slim. We should give students an honest appraisal of employment opportunities when they begin a career in the sciences.

All of the science departments have some form of academic advising for their majors. Some have an extremely well-structured system of one student to one faculty member for the length of their program in the department; others range all the way down the scale from that to a system where faculty members are available when they can be cornered or at registration time to discuss academic programs. Many faculty argue that these advising sessions are adequate to discuss career objectives as well as academic questions, and through this medium most of the science departments have been in the career development business for years. The one science department that has a one-to-one faculty to student advising program is much more career oriented than other departments and does a good job of career development for its students. It is doubtful, however, that in the hustle-bustle of registration students can obtain maximal benefit from career development counseling. These short, irregular exposures to career development information are subjuct to great incongruities depending upon the time, place, and faculty member.

The last comment on attitudes expressed by many of the faculty involved who deserves our time and effort and who doesn't. There is support for career development advising for good students--those in the upper 10-15 percent of their class. This means in essence those who are good enough to follow in our footsteps as graduate students and those outstanding students who go into industry. Those who are good enough will make it, the others won't, so we don't have to worry about them. Most of us devote extra time and effort to encourage and advise the better students because we see in them the qualities we associate with our own ideals and aspirations. We would like to see the upper 15 percent of college classes move into the ranks of educators and carry on our work, and the other 85 percent move into jobs not necessarily related to higher education. What should this 85 percent of the student population do? Should they quit college and reduce the present enrollment to 15 percent of what it is now? Would the faculty have a job at that level of enrollment and funding? We still owe those 85 percent the same consideration as the upper 15 percent. Just because we don't want them in our profession does not mean that they do not deserve the same consideration for developing a rewarding career for themselves.

Some revision of the original plan for implementation of the project seems necessary if the program is to have maximal chance of success. It needs support by administration, department heads, faculty, and students--not just casual lip service, but enthusiastic support. It is apparent that the entire faculty is not ready to do that, but the program can survive and begin its growth through a dedicated and enthusiastic individual in each department. If career development is approached with the intent of success, then it becomes imperative that the individual have the incentive to do a good job; this means time commitment and acceptance of this activity as a bona fide departmental function. This of course implies that it is an acceptable means of obtaining promotion and tenure.

Since there is as much diversity among individual science department needs as among the divisions of the college, the individual should begin with researching the background of the department to ascertain its needs. This data can then be presented to the faculty to document what areas of career development would be most helpful. Once this profile is established, cooperation among all campus-wide career development activities would provide least duplication of effort and maximum benefit to all. The career development representative should be the first liaison to the student body, because unenthused and/or negative attitudes would do more to impede the program than if nothing was attempted at all.

I have spent almost nine months working with the Career Development Program and spent many hours talking to forty individual science faculty members, ranging in rank from instructor to professor, including at least one conversation with each departmental head, although a couple of these were very brief. The following three comments depict what I think are the most significant attitudes concerning career development that emerged over the semester.

The major complaint that career development programs have to bastardize colleges into trade schools is saying that there is no way for knowledge to have value both as knowledge for knowledge's sake and as a practical application. That simply is not true.

Career development is not for everyone, but neither is research. Unfortunately the desire to participate in activities like career development programs seems to make a science faculty member somewhat less than a whole, functional, competent person in the eyes of his peers and administrators. He feels the same about them.

Finally, faculty indifference toward the outcome or benefit of an undergraduate education is high. Many are satisfied with education for education's sake and are not particularly concerned with or interested in what an undergraduate does after spending four years in college. Perhaps we ought to give college graduates the option, three or four years after their graduation, of designating how much of their education tax dollars should be alloted to higher education, based on their opinion of what it was worth to them.

Notes

1. J. B. Stephenson and R. F. Sexton, "Experiential Education and Revitalization of the Liberal Arts," in *The Philosophy of the Curriculum: The Need for General Education*, ed. Hook, Kurtz, and Todorovich (Buffalo, N. Y.: Prometheus Books, 1975).

Career Development in the Microbiology Classroom

Gary L. Sloan, Microbiology

In the Department of Microbiology at The University of Alabama we teach students who will eventually enter many different careers. These include teaching, research, industry, scientific sales, medicine, dentistry, nursing, and medical technology, to name just a few. The following paragraphs illustrate some of the steps we are taking both in and out of the classroom to assist our students in their choice of careers.

We feel strongly that it is our responsibility not only to see that our students have a good background in the liberal arts and sciences, but also to see that they are well enough informed about career opportunities to make an intelligent decision in their choice of careers. Realizing the importance of early career guidance for our students, we try to combine our academic advising with career advising. Each semester a microbiology major meets with his or her faculty adviser to evaluate individual progress and to plan the courses for the next semester. We have found this to be an excellent opportunity to discuss the students' career goals, if they have specific ones in mind, and to help them begin formulating such goals if they do not. We strongly advise our students to begin considering potential careers as early in their academic life as possible. We answer their questions, as best we can, concerning the careers available to our majors and how they can prepare themselves for these careers, and we refer them to other sources, when necessary, for more detailed information.

In our career advising we have found that many of our students who are considering advanced education in the competitive areas of medicine, dentistry, and medical technology often do not have any alternatives in mind in case they are not accepted to schools in these areas. We suggest, even to our best students, that since acceptance to these schools is never to be taken for granted they should be considering alternatives just in case. For some students, whose grades do not meet even the minimum requirements for such competitive areas, we can often generate an interest in another medically allied area in which they would be competitive.

Occasionally we have an outstanding student who is not accepted on his first application to medical or dental school. If we feel this student is truly dedicated and determined to be accepted for education in one of these areas, we often suggest graduate school and reapplication after finishing a master's degree. Our students often find they can improve their MCAT or DAT scores appreciably by concentrating on the areas in which they scored the lowest and that they can also improve their grade averages and widen their list of references with a conscientious effort in graduate school. Obviously we warn the student in this situation that there is no guarantee they will be accepted, even after two years of hard work in graduate school, but we have seen many instances where students were accepted after obtaining their master's degree. We strongly advise such students not to apply again to medical or dental school until he is sure he will complete his graduate degree. We are supported in this by the medical schools in our area in that they require anyone entering graduate school to complete his degree before he enters medical school.

In the microbiology classroom we also try to make the students more aware of career opportunities in microbiology (this is also a good recruiting technique for new microbiology majors since many of the students in our beginning courses are not our majors). To make the students in our beginning courses aware of the importance of microbes to man and of the many fields of specialization and opportunities that exist in microbiology, we try to give our students a broad background in all the microorganisms, including viruses, bacteria, fungi, algae, and protozoa. In these courses we emphasize the fundamentals of reproduction, physiology, distribution, and especially the relationships of each group to other living things. As each group of microorganisms is discussed the importance of these organisms to man is stressed. For example, the lectures on microbial physiology in these courses emphasize the exploitation of microorganisms in the production of beverages, cheese, vinegar, antibiotics, and other useful compounds and therefore the importance of microbiologists to the food and pharmaceutical industries. In the laboratories for these beginning courses, we try to see that the students gain skills which will be useful in many areas of microbiology and in other fields as well. These include basic skills such as aseptic technique, sterilization procedures, cultivation of microorganisms, taxonomy of the different groups of microorganisms, methods of quantitating microorganisms by the use of dilutions, and the use of spectrophotometers and other common laboratory instruments.

Our courses in pathogenic microbiology and in immunology show the importance of the microbiologist in the area of public health. The lectures in these courses are designed to emphasize the microbiologist's role in the isolation and identification of disease-causing microorganisms, in sanitary control of water supplies, foodstuffs, and sewage, and in studying factors important in resistance to disease and the control of contagious disease. The laboratories in these courses give students experience in the practical aspects of public health microbiology, much as they would experience it in a real-life situation in a clinical or public health laboratory. The students learn to run diagnostic tests for the identification of pathogenic microorganisms, how to determine if a water supply or food source is potentially dangerous, how to measure the degree of resistance a patient possesses to a particular disease, and how a microbiologist works in conjunction with physicians, epidemiologists, and public health officials to protect the health of the community.

In addition to the emphasis we are now placing on practical aspects of microbiology in many of our formal courses, we also offer our undergraduates the opportunity to participate in courses in undergraduate research and undergraduate teaching for credit. The undergraduate research course is open to any microbiology major in his junior or senior year and allows the student to work with a faculty member on a mutually agreeable research project. We find this not only helps many of our students decide if they are really interested in a career in research, but also stimulates some of them to go on to graduate school in our department, or another, to receive the education and training that will allow them to do independent research. Hopefully this first-hand exposure to the type of life inherent in the field of scientific research will help the students decide if they are really suited for the often tedious, difficult, but also rewarding, lifestyle of a research scientist.

Due to a large increase in our enrollment, we have recently begun to use advanced undergraduates to assist in the teaching of the laboratories for our beginning courses. This experiment has been so successful that we are now offering a course in undergraduate instruction for interested students. These students, who must meet certain minimum requirements before entering this course, can get credit for this teaching while at the same time gaining valuable practical experience in expressing themselves and communicating ideas, which is a skill that will benefit them in whatever career they eventually choose.

Another new course, now in the planning stage, which will be offered for the first time this coming fall semester, is a course entitled Careers in Microbiology. This course will be offered for one hour credit every fall semester, and the enrollment will be limited to seniors in microbiology. We plan to discuss through faculty members and invited speakers such topics as the preparation of a *curriculum vitae*, how to contact and make a favorable impression on a prospective employer, the art of interviewing, career opportunities with state and federal government agencies, careers in the pharmaceutical and other industries, advantages and disadvantages of attending graduate schools, what to look for in a graduate school program, and so forth.

The Microbiology department has a very active organization called the Pasteur Society, which is for undergraduates interested in careers in microbiology. This group invites several speakers to our campus every year to discuss such topics as careers for women in microbiology and the other sciences, new scientific developments (for example the potential value and dangers of genetic engineering), and other topics of current interest to the students. We also encourage the members of the Pasteur Society to attend the regional meetings of the American Society for Microbiology to hear papers on current scientific research and to meet faculty and students from other universities to broaden their contacts with the members of the local scientific community. In addition, several of our undergraduates have recently been attending the national meeting of the ASM and have taken advantage of the placement service offered at this meeting.

The Microbiology department also has a very active seminar program in which many of the undergraduates participate. They are not only encouraged to attend these seminars to hear visiting speakers and our own faculty and graduate students, but also to present their own seminars on results from their undergraduate research projects.

Finally, we try to make our students aware of the university's placement service and how this organization can help them in arranging interviews with prospective employers and in contacting potential employers who do not send representatives to our campus. Recently our placement service, in cooperation with the university's cooperative education program, has been active in placing several of our students in temporary positions in industry or with the state or federal government. The cooperative education students alternate between full-time work and school for a three year period in which they complete their sophomore and junior years. Although it takes the student a little longer to obtain a degree through this program, the practical experience received out in the "real world" is invaluable for those interested in a career in microbiology.

The emphasis we, as a faculty, place on career development is a natural product of the current pressure to make education relevant to eventual employment. We are fortunate that microbiology is a growing field with many different areas of specialization available to our students. However, since there are so many careers to choose from, it makes it that much more important for us to help our students become familiar with these opportunities, decide which one they feel will be most rewarding to them both financially and more importantly personally, and then give these students the training they need to attain their career goals.

CAREER DEVELOPMENT

It's Meaning for the Social Sciences

M. Alsikafi, Social Sciences

The concept of career has occupied a significant place in the social and behavioral sciences during the last four decades. Sociology was probably the pioneering discipline in relating the concept of career to varied areas of analysis, including such specialities as role theory, social organization, occupations and the professions as well as crime and delinquency.

Historically, the roots of the concept of career can be traced to the writings of Max Weber in the late nineteenth century. In his *Theory of Social and Economic Organization* (1947), Weber delves into the structural basis of the emergence of the bureaucrat in modern organization, his self-image, and his occupational training and specialization. In addition, Weber records the development of the public bureaucrat career in its three different types of authority structure (Weber 1958). Merton (1957) further clarifies the concept of career in bureaucratic settings and places it in the context of modern role theory.

Particular advancement in the significance of the career concept took place in specialized works in the various areas of the social sciences. Sociologist William F. Whyte's writings (1943; 1961) emphasize the development of career patterns in street corner voluntary organizations and in the more rational-legal setting of the world of work. Becker's (1963) analysis of the careers of criminals and delinquents opens new avenues of analysis in the field of deviant behavior. Goffman's (1959; 1961a, b) interesting presentation of self in everyday life, his theory of encounter, and his description of asylums, all are unique analyses of career development of different personalities in certain occupational and organizational settings.

Perhaps the most single influential analysis of career patterns is that of Everett C. Hughes's (1958) monumental discourse on men and their work. Hughes observes, "a man's work is as good as a clue as any to the course of his life, and to his social identity," and indeed "his fate in the one life he has to live" (Hughes 1958, p. 43).

The post World War II era brought about a large number of issues and events that opened up new frontiers for social scientists. Problems of economic growth and recession, urbanization and industrialization, race and ethnic relationships, education and political upheavals combined to demand the attention of researchers and planners. Numerous conceptual frameworks and theories were required and consequenly advanced to account for the changes of values and ideologies in this new era. The concept of career was soon applied to such diverse areas as leisure, alienation from work, lifestyles, mass society, content and satisfaction, and self-actualization, to name only a few (Mills 1956; Freidmann and Havighurst 1954; Bell 1960; Dubin 1956; Orzack 1959; Michael 1965; Reich 1970). Today, the scope of analysis encompassing the concept of career is almost limitless. Moreover, academic and educational disciplines, other than those of the social science orientations, have become highly involved in applying the concept to their intellectual jurisdictions.

This paper will focus only on a few of the social and behavioral applications of the concept of career development. It will first present a discussion of the meaning of the concept as viewed by researchers in the field and later will employ data gathered from instructors and students of social sciences[1] to explore some limited cognitive and pedagogical aspects of the concept of career development.

The Meaning of Career: A Conceptual Framework

Problem of Definition

The concept of Career in everyday conversation implies a favorable connotation and a rather loose application to occupations. For instance, in the eyes of the public it is desirable to have a career. As a consequence, those who are "unfortunate enough not to advance a career" are viewed with less respect. Women are said to make careers in raising families or organizing neighborhood clubs, while men have careers in such diverse endeavors as brick masonry, medicine, or teaching (Slocum 1974).

To social scientists, the concept of career has a more limited application. It simply means the orderly succession of jobs, usually hierarchically arranged, in the life span of the individual. In work organizations, the career involves entry into a position at the bottom of the hierarchy. As the individual accumulates experience, seniority, and knowledge about work activities in the organization, he tends to move up to higher, but structurally related, positions until the end of his association with the organization. Although this career line calls for upward movement, it is of course understood that not every individual progresses to the higher positions.

Social scientists further distinguish between the career and the activity of work or a job. Work is usually a rational behavior that leads to achieving nonwork ends. A job is a segment of work, an isolated experience, or a mechanism for earning a living. The career, on the other hand, is a sequence of work activities that have future expectations. "These future expectations extend through the work lifetime of the individual. Indeed, longevity of experience is one of the norms of career. Other norms of career include rights, privileges, status, non-financial rewards and monetary compensations" (Taylor 1968, p. 267).

Stages of Career Development

The development of career orientation was empirically investigated more than a quarter of a century ago by Form and Miller (1949). Using a sample of 276 occupational histories, they found that careers tend to go through three stages of work development, which they called the initial stage, the trial stage, and the stable stage. The first phase represents work activities performed by the individual before completion of any formal training or education. Among students, these activities include all full-time, but mostly part-time, work. In the trial stage, the individual is in the process of "shopping around" for life-time work. In craft occupations, the practitioner may be required to enter into an apprenticeship agreement to fulfill requirements for a later job. In still other careers a great deal of geographical mobility is expected. Finally, when the individual practices an occupation for a period of three years of more, he is said to have entered the stable phase of his career. For some, this stage may be repeated several times before retirement; for others the stage may never be realized due to constant shifts to other occupations. As a matter of fact, a great deal of evidence indicates that the stable stage is not experienced by a substantial segment of the labor force (Taylor 1968).

These ideal types of career development vary from one occupation to another. In general, the higher the level of occupational status, the less the likelihood that all three stages will be experienced by the practitioners. However, a relatively large segment of white-collar and skilled work careers tend to exhibit this progression. Also, the length of time spent in each stage varies considerably from one occupation to another. For instance, Form and Miller found that clerical workers spend about two years, while domestics average about four years in the initial stage. On the other hand, proprietors usually occupy the stable stage for approximately twenty-two years, while domestics continue only eight years in this stage (Form and Miller 1949).

In the career stages of most occupations, but especially of those in the professional and managerial strata, practitioners are subjected to mechanisms of social control. In other words, their behavior is judged in terms of norms and standards that have been institutionalized by work organizations or professional bodies established for that purpose. These norms regulate such aspects of work as recruitment, retention, advancement, and patterns of reward and punishment (Becker and Strauss 1956).

Career Identity

One of the most significant aspects of career development is the analysis of situations and opportunities leading to the emergence of career identities. A classic study in this area was conducted two decades ago among graduate students in engineering, physiology, and philosophy (Becker and Carper 1956a, b). It was found that the socialization process in its formal and informal aspects plays an important part in preparing students for expected occupational roles. Self-image among students ranged from focused to diffused, with varied degrees of pride in skills, ideologies, and motivation for career. In general, both physiology and engineering students showed a strong career identity; engineers, however, were more likely to identify with the larger engineering world, while physiology students were more particularistic in that they were oriented toward a specific area of natural science. Philosophy students, on the other hand, revealed little interest in relating their identity to the field of philosophy. Rather, they tended to think of themselves as intellectuals or persons of knowledge with broad interests and ideologies (Becker and Carper 1956a, b).

The perception of career varied considerably in these three different areas of specialization. The science students viewed themselves as moving upward in the hierarchy of social position. Similar views were held by engineering students. In sharp contrast, philosophy students renounce the pursuit of upward mobility. Also, choice of career showed a sharp contrast among the three groups of students. Engineers were inclined to decide their career choices much earlier and consequently planned for opportunities of advancement in their profession or in managerial positions. Selection of graduate study in philosophy on the other hand was viewed as the least negative among an undesirable set of alternatives. The course of study chosen by these students was considered to be a means of sustaining life and not as a prelude to career development (Becker and Carper 1956a, b).

Value Consensus, Career Lifestyles, and Orientation

Theoretically it is worthwhile to extend the differential perception and type of identity among students to the socializing agents (instructors and professors) of the different academic divisions and subdivisions. Presumably, differential patterns of perception of career development among students are reinforced by similar patterns of perception in departments of engineering, natural sciences, and social sciences and humanities. We would also assume that differential perception and identification with career patterns reflect different levels of consensus of values and standards of judgment in these academic departments.

Levels of consensus in values probably stem from degrees of agreement on issues and ideologies that are thought to be of importance by the members of the different academic disciplines. Put in another way, where there is strong agreement regarding the nature of the subject matter, types of methodologies and techniques, and goals of the discipline, there tends to be a relatively high degree of consensus in values and standards of judgment in the nonacademic aspects of behavior. Becker and Carper (1956a, b) seem to imply that graduate students in engineering, physiology, and philosophy showed differences not only in their career identities, self-images, and commitments to social mobility and career success, but also differed in their level of consensus regarding values and standards of judgment.

Levels of value consensus may be reflected in the type of "latent social roles" and career orientations adopted by members of different occupational categories. Gouldner's (1957) study of cosmopolitans and locals is of interest in this respect. A cosmopolitan career orientation is characterized by a generalized value orientation, by diffuse interests, and by broad reference groups. The cosmopolitan individual tends to identify with the ideals of the total profession, with basic research, and with humanism as the supreme judge of worthiness.

Locals, on the other hand, are more particularistic and are oriented toward the organization and the interest of the employer. Their loyalty rests with the local community, and their reference group is limited to their superordinates (Gouldner 1957).

The cosmopolitan-local career dichotomy eventually leads to two different lifestyles, or to use Dubin's (1956) terminology, two distinct "central life-interests." The cosmopolitan lifestyle is basically unstructured, which means it is characterized by fewer constraints and limitations and is more socially "innovative." Conversely, the local lifestyle is oriented toward security and toward less uncertainty and has a value system more congruent with "social ethics" (Whyte 1956).

Analysis and Implications

The question this paper addresses is the extent to which the notions presented in the preceding several pages are present in an academic setting. More specifically, what does the conception of career development mean to students and faculty of the social and behavioral sciences? Also, what patterns of career orientations, value consensus, and lifestyles do students in social and behavioral sciences show?

Four sets of impressionistic data are used in this exploration: (1) responds to a questionnaire obtained from a small number of faculty members who were willing to lend their cooperation to the researcher and his two student interns; (2) unobtrusive and informal discussions with a number of faculty members who agreed to participate in the career development program; (3) six papers dealing with samples of career development in the fields of anthropology, history, philosophy, political science, psychology, and sociology written by faculty members in the respective departments; (4) responses of students to a questionnaire dealing with the concept of career and its implications to value systems, to lifestyles, and to academic skills.

The findings clearly show that the responding students' perception of career is extremely vague, limited, and immediate in its import. An overwhelming majority equate career with either job preparation, job searching, or simply a job description. This of course differs drastically from the definition given earlier that career is the orderly arrangement of roles and positions occupied by the individual in the world of work.

Not only was the definition of career vague, there also seems to be a delayed interest in learning something about it. Put in another way, students in the social sciences do not seem to show interest in the postgraduate life until they reach their last year of college education. Ironically, a relatively large number of the respondents seem to drift to the social and behavioral sciences because they think it is these disciplines that will provide them with the requisites to correct social ills and societal injustices.

While the perception of the concept of career by the students is not adequately developed, there seems to be an incipient interest in relating the learning process to the job market and to an experiential situation. Traditionally, the field of psychology has been a pioneering behavioral science in requiring certain types and length of training in an experiential situation. As Professor Clements in his paper "Samples of Career Development in the Psychology Classroom" points out, experiential learning in several courses has been an integral part of the degree requirements. Political science, anthropology, and sociology have also initiated, in some form or another, measures of experiential requirements although not as elaborate as those of psychology. Furthermore, the methodological requirements in a number of social science departments are oriented toward the transferability of the techniques and procedures learned in these courses to the "real world" especially in research functions.[2]

The lack of clarity about the meaning of a career to these specific social science students seems to be congruent with national trends. William A. Sievert (1975) observed recently in the *Chronicle of Higher Education* that in 1975, American college students were apathetic, cynical, and felt powerless. A similar absence of interest and motivation in young students was cited by the American Political Science Association in its general meetings of 1975. This led Curzan (1976) to recommend that those careers available to political science students be made known and that a clearer conception of career development be initiated for undergraduate students.

The meaning of career in the minds of social science faculties is probably clearer than that of the students. "Career development is lifestyle" writes a faculty member. "It is more than just a job with certain hours." In general, however, faculty members reacted negatively to a career-oriented curriculum. They labeled such curriculum as "vocationalism" or "managerial learning," among other negative epithets. Scully (1976, p.3) in his survey found some faculty who maintain that career development "is primarily a renewal and expansion of vocational education, a movement that has proven itself ineffective in reducing the gap between the rich and poor...."

Among the students sampled for this report, the stages of career orientation outlined earlier seem to be clearly delineated for the first two phases--the initial and trial stages. However, the question of whether work performed in these stages, especially in the trial stage, is related to the expected occupation following graduation cannot be adequately discussed. Preliminary analysis shows that these work activities are not much different from those discussed by Taylor (1968).

Our limited data reveal that the socialization process of students in the social and behavioral sciences varies considerably from one department to another and from one classroom to another. In general, upper classmen in the more "methodologically inclined" disciplines seem to have developed a clear identification of a career line. Similarly, students who expect to pursue postgraduate degrees are more likely to show a greater sophistication regarding the notion of career development.

Regarding levels of consensus in values and standards of judgment, it is probably correct to maintain that they are inclined to be low. A wide range of differences exists among the students concerning the goals and ideologies of the different disciplines. Likewise, it is probably correct to maintain that a differential level of consensus exists within the social sciences area such that degrees of agreement are probably higher in the discipline of psychology than they are in history.

The question of the relationship between career identity and lifestyles, success, and social mobility has been debated recently by economists and educators. Scully (1976) reports that left-leaning economic theorists maintain that emphasis on career development will not reduce differences between the poor and the rich or between blacks and whites; neither will it contribute to better work conditions. Instead, career education is seen as means fostered by capitalists to lower the level of expectations of job seekers in order to maintain a high level of contentment and commitment to the status quo.

Whether levels of career identity are associated with acceptance of the existing social system is probably irrelevant as far as our student respondents are concerned. On the other hand, patterns of responses of our subjects reveal a great deal of inconsistency regarding preference of lifestyles. Furthermore, there seems to be no systematic difference between the different disciplines of the social science area regarding ideological commitment. One student writes "I feel there could be a close relationship between my choice of career and the lifestyle I will be following, but I do not think one determines the other." A professor maintains that "most students see little or no relationship between the subject matter of the courses I teach and there lifestyle considered independently of work role.... Students tend not to perceive that given courses have much to do with the formation of their value system."

Summary and Conclusions

The renaissance of career development and the rapid growth of the preprofessional curriculum at colleges and universities have stirred a great deal of debate regarding their impact on the traditional liberal arts education. Most of the controversy stems from the fear that a career-seeking strategy will inhibit the intellectual enterprise and reduce tendencies toward critical thinking and innovation (O'Toole 1975). Proponents of such programs, however, view them as the salvation of an educational process that has become too far removed from the needs of today's economy and job market. Modern career development programs, they maintain, are genuine attempts to synthesize the search for wisdom and the demands of the world of work.

This paper took advantage of this controversy to reexamine the concept of career from a behavioral point of view and to trace its implications for social science disciplines in terms of career stages, value systems governing students' and faculties' behavior patterns, lifestyles, and ideological orientations. Our data, meager and "soft" as they are, reveal the lack of a clear cognitive understanding of the concept of career development among students along with an inconsistency in reaction toward possible relationships with ideology, values, and ways of life. In the light of the wide interest in the concept of career development in certain educational centers, one is forced to conclude that the students and faculty members questioned have only been touched by its effects, that the traditional liberal arts orientation of the disciplines used in this study is probably responsible for the lack of clarity in the conception of career. Yet interest in and willingness to learn more about career-oriented programs are beginning to emerge at least among the student body.

Notes

1. Social and behavioral sciences as used in this paper include anthropology, history, philosophy, political science, psychology, and sociology.

2. For a critical review of recent changes in the area of classroom learning and career-oriented studies see M.G. Scully (1976).

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CAREER DEVELOPMENT

Reflections from the "Professional" Mainstream

Morris Mayer, Commerce and Business Administration

When the opportunity was presented a short academic year ago to be part of a university-wide Career Development Program, the idea of continuing to do what I sincerely believed I had been doing during my some twenty years in academe was appealing. I felt that I would merely have to formalize my already proved approach to career development. I believed, perhaps unconsciously at the time, that the so-called professional schools, such as my own Commerce and Business Administration (C&BA), had the model for career development and that the academic year 1975-76 would be one of smug self-adulation at the superior job we were doing in one of our important faculty responsibilities.

The Awakening

Early in the mingling of the interdisciplinary participants comprising the Career Development group at The University of Alabama, I became aware of some dissonance in my system. I began hearing a new language--the words were familiar but the juxtaposition of the phrases seemed strangely uncomfortable to my ears. I heard colleagues discussing differences among such concepts as *career, job, occupation,* and *vocation,* and I heard many references to "the world of work" (my world I thought) and what was so new about experiential learning, cooperative education, internships, independent study, and the like.

As is so often true when finding oneself in a state of disequilibrium in presumably familiar surroundings, there is a natural desire to escape this state and reach one's own equilibrium quickly. In retrospect, I ask myself what was my method of escape to return to my world of reality? Mental withdrawal! Certainly I am not suggesting any psychotic state, but rather a subtle and unrecognizable refusal to admit that my (our) commitment to career development needed more than continuation and deepening for more effectiveness. My conferences with the C&BA interns often related to how much we were involved with semantics and how we needed to avoid such concerns and concentrate on our major objective--asking for a commitment by the faculty to devote at least one hour during the 1976 spring semester to careers.

Attempting to accomplish such a pragmatic objective apparently got me back into equilibrium, and we were thoroughly delighted with the willingness of the C&BA faculty to cooperate and devote this requested hour to career development. We asked those faculty members who needed assistance to contact the C&BA mainstream team. It became readily apparent to us that, with an eighty percent positive response from the faculty and almost no requests from the respondents for assistance, the commerce faculty, as I had hypothesized, was career oriented and performing as a good professional school should. A form of equilibrium-complacency engulfed our team as we went about our planning for spring implementation.

We were pleased when we got excellent cooperation from student groups in C&BA. Each of the active groups had planned at least one career program and even said that they were in the habit of doing this often anyway. Most of the faculty comments, which came informally but regularly, suggested that career development was a part of their jobs, and there existed an air of amazement that everyone was not completely aware that our college had been doing a proper job for a long time.

I cannot say when it actually happened because psychological changes do not occur like a flash of lightening, but I reentered my state of disequilibrium. My certainty of the good job we in C&BA had and were doing in our function as career advisors was shaken. I listened to my own focus in a junior-senior marketing class as I consciously approached the subject of career development. I was suddenly struck by the fact that instead of being concerned with career development I was concerned with something quite different. All the semantics and strange jargon that I had been dismissing returned to my consciousness. I was awakened to my own problems; and I had been involved with the group for some months by that time. I thus entered my second career development phase.

Self-Evaluation

For this particular discussion to be meaningful, I must make a basic assumption that I think will hold up under careful scrutiny. As a Professor of Business Administration for thirteen years (having gone rather quickly through the other ranks, which was a common progression at that time), a faculty member with sincere concern for and about students (particular recognitions over the years support this contention), as an ex-department chairman, and through my association with the Career Development Program I assume that I must be as knowledgeable about the subject as the average faculty member in C&BA and, without sounding overly complimentary to my own abilities, perhaps I am somewhat above average in awareness of my role relative to student career development. Consequently, whatever happened to my thinking must be assumed to be at least possible among my colleagues in C&BA and is suggested as a potential model for self-evaluation.

A final important point prior to the actual evaluation is that I am convinced that without a proper faculty philosophy and commitment all the career services available on a campus as large as Alabama will be underutilized. I firmly believe that the key to a successful career development program is a successful faculty development effort.

What was I actually doing in my career focus in and out of class? I was involved in discussing with groups of students in class and individual students out of class such issues as: (1) the best types of companies to afford rapid progress upward in the particular *occupation* with which my expertise afforded me inside information; (2) what kind of *job* would probably be most attractive relative to the students' interests and backgrounds; (3) once particular companies and jobs were identified, how to approach the job market--e.g., using the facilities of the Placement Office (note the apparent neglect of "Planning" in my retrospective evaluation); the best way to write résumés and "sell" oneself; and (4) salary expectations and promotional opportunities in the general field (in my case, retailing or marketing management).

What was I not doing in my career focus? The most valuable contribution to my development, which came as a result of the early spring Career Clinic sponsored by the Career Development team in C&BA together with two student organizations (The Collegiate Chapter of the American Marketing Association and the Student Industrial Relations Society), was unexpected and serves as the basis for the awareness of my shortcomings. The clinic was widely promoted and adequately attended by all class levels of students. They were introduced to all the major career services within the university and specific services of the college. After the clinic a freshman came up to me and expressed thanks for the experience, but he said, "I was not ready for this clinic." He said in effect that he was not ready for philosophizing about careers because he didn't even know why he was in the commerce school except that his father had said that he felt it was the best way to get a good job. He admitted that he had no goals and could not relate to résumé writing or placement activities because he did not understand where such discussions fit into his particular stage of development.

At that point I reentered a stage of equilibrium through his admission of career disorientation, and for the first time the focal issue of career development, espoused so often in meetings, became real to me. I knew that it was no longer jargon, but a very real condition that has to be faced by faculty members if they are ever to serve a proper role in the career development process.

The Change in Philosophy

As a marketing professor it is embarrassing to admit that I had not seen the problem earlier. There is no such thing as "the student" at Alabama or any institution. Professor Leeman Joslin, Professor of Career Education and Coordinator of Faculty Development within the university's Career Development Program, had repeated, even at the aforementioned clinic, that career development is merely a part of human development. As a marketing man I have known for many years that markets are composed of subgroups, or segments, each with varying characteristics to be appealed to or served in differing ways with varying offerings. Seldom is there a total market for an offering wherein all the customers can be treated the same.

The applicability of this analogy to career development is clear if we refer back to the disoriented freshman attendant at the career clinic. He represented a particular market--in terms of human development, he was naive; not only was he uninformed about the world of work and career patterns, he was not developed to the point where such discussions could have relevance for him. He was at a particular stage of his own development (representing a particular market segment) where he needed basic information given by professional counselors and/or faculty members with specific abilities to work with students at that stage of development. Another analogy from the real world is that no faculty member would suggest that a student take a sophisticated statistics course without having the prerequisite basic mathematics background. Neither would a bank promote trust counseling and services to a government-subsidized housing project by direct mail. In other words, in academic circles and the business world we apparently recognize market segments, but in our career development we somehow believe that we can do the same thing for all students.

If we assume that within a certain class all students are in fact seniors and that they all have career reasons for taking the particular course (an advanced course in accounting, for example), I still have serious doubts that each of the students is at the same stage in his or her human development; thus each student has specific needs and wants from us as faculty in our role as a part of the total human/career development process.

This marketing approach to career development has pragmatic value. I now seriously question the "one hour" devoted to career development topics as a viable objective for the future. Several reasons support this conclusion. Those students who are absent during that one hour never get the information. More seriously, I doubt, with the preceding logic as support, that a professor can do a proper job of true career development within a class composed of students at varying stages of human development. I have no disagreement with the basic occupational/job seeking information in junior-senior level courses at appropriate times when relevant to the discussion, but for those students who have passed that stage in their development a more sophisticated discussion of relevance to quality of life might be more appropriate.

Such a condition within a state university presents a major problem to the faculty as does the marketing of products or services in the real world. Consequently, I hope that the following framework will assist the serious faculty member and/or administrator who wants to do a good career development job, and I am convinced that the faculty of the College of Business Administration is committed to the job as they perceive it.

A Framework for a Marketing Perspective for Career Development

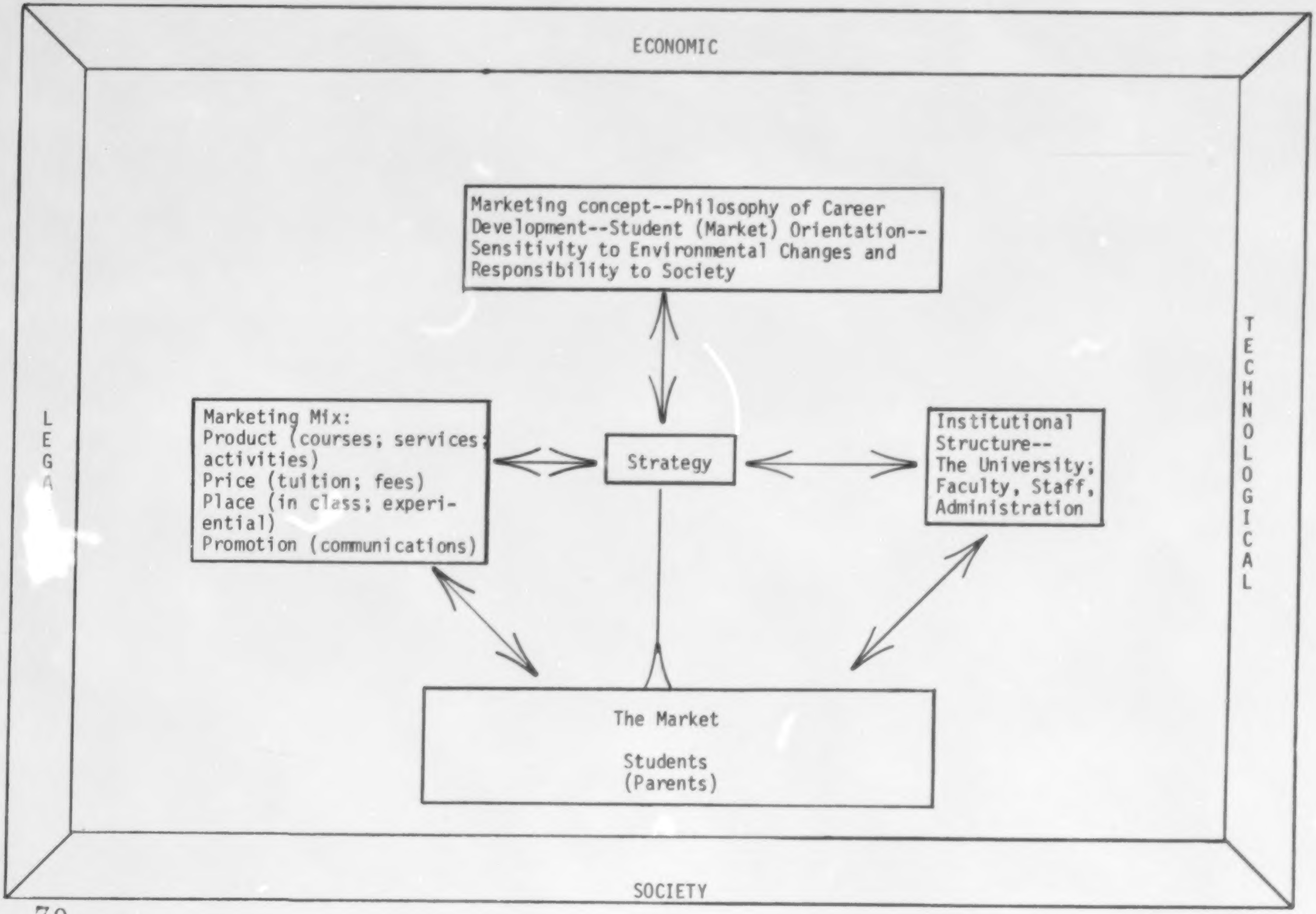
Figure 1 is an adaptation of a framework that I have used successfully in presenting a marketing perspective to business and nonbusiness students and to practitioners in the profit and nonprofit sectors of our economy. This framework gives substance and support to my new philosophy of career development as it relates to the individual faculty member or administrator in his or her role in career development, and it provides philosophical underpinnings that can hopefully contribute to successful implementation of programs of benefit to students.

What is marketing? Before proceeding to a marketing perspective, it is important to agree on an acceptable definition of marketing. The uninformed would equate marketing with selling--it is *not* and, since this is not a discussion of marketing, suffice it to say that this argument was settled some years ago by many academicians and practitioners alike. A sufficiently broad definition for our purposes here, and one with which I am most comfortable, is that marketing is the management of motivated human transactions to the benefit of the institution (or organization) and to society. In terms of career development within a university, assuming that we are "marketing career development," we mean that we are managing the services provided *by* the institution *to* students who are motivated to want our offering, and that the institution (the university) benefits by having a satisfied student population (relative to career development offerings) and society benefits by having these students provided with meaningful career development opportunities and, consequently, having them become more productive participants *in* society.

The marketing concept. Such a pervasive and far-reaching definition of marketing demands that those who manage such efforts embrace a philosophy which will capture the essence of the responsibilities and orientation. The marketing concept is a management philosophy that is market or consumer (student) oriented and that encompasses a sensitivity to environmental changes and trends and also accepts a responsibility to respond to the demands of society (taxpayers in the case of a state university). Figure 1 also indicates that the market is the foundation of the philosophy--the market for career development, of course, is the student directly; and indirectly the parents, who in most cases comprise a market position relative to the students.

The marketing mix. As the diagram indicates, the marketing mix is composed of four variables applicable to career development. *Product*

FIGURE 1
A FRAMEWORK FOR A MARKETING PERSPECTIVE
FOR CAREER DEVELOPMENT


ECONOMIC
Marketing concept--Philosophy of Career Development--Student (Market) Orientation--Sensitivity to Environmental Changes and Responsibility to Society
Marketing Mix:
Product (courses; services; activities)
Price (tuition; fees)
Place (in class; experiential)
Promotion (communications)
Strategy
Institutional Structure--The University; Faculty, Staff, Administration
The Market
Students
(Parents)
LEGA
TECHNOLOGICAL
SOCIETY

can be considered any services offered, any course content concerned with careers, or any specialized activities that reach the market and satisfy certain needs and wants. *Price* must be considered the amount or value exchanged by the market for the offering; in this case, price must be considered the tuition and/or fee structure, and that part which can directly be attributed to career development would represent the market's evaluation of the value of this offering. It is more difficult to discuss "price" in these terms than perhaps "opportunity costs"--what other alternatives are available for the students on which they may place a higher value. *Place* is concerned with the delivery of the career development service, in class, personal counseling, experiential learning, among others. *Promotion* is simply the communications devices chosen to alert all publics to the offerings of career development. The sum of these components of the mix become the strategy implementing factors at the disposal of the persons involved in managing the career development processes under their control.

The institutional structure. The university is the aegis under which the offerings are presented, values exchanged, facilities made available for consumption (utilization) of the offerings, and communications vehicles provided. The university, though housed in physical facilities, is in actuality composed of faculty, staff, and administration who influence the market (students) and are influenced by this market (as shown in Figure 1), who affect strategy and are affected by the implementation of this strategy, all of which is guided by the philosophy designated as the marketing concept.

The environments. Obviously external environmental forces affect philosophy, the market, the institutional structure, and the strategy devised to serve the student market. The following examples apply specifically to career development. During the 1960s the student market reacted violently to societal conditions and assumed a posture of "anti-career-establishment"; these social trends had to be interpreted by the decision makers, and consequently a career focus was not a part of the strategy of the institution. As *economic* and *social* conditions changed following Vietnam, a new breed of student became the new market, and the interpretation of those in positions of decision making was to support a practical, career development thrust in the university. The additional focus on careers for women is a direct result of conditions legally imposed by EEOC (the *legal* environment). And, finally, *technology* allows immediate access to career information properly collected and disseminated to the market.

Discussion

Of what value is the marketing perspective framework to the basic career development problem of serving a diverse student body composed of many different segments at differing stages of human and career development?

The major value of the marketing perspective is that it forces those involved in career development to base their decisions on the market needs rather than on the abilities of the institution to deliver certain offerings. The framework also indicates that the result of using different strategies based on a consistent philosophy to reach different segments of the market can be more positive. The management of the career development program can more easily adjust to the framework than can the individual faculty or staff member, and admittedly the plan is essentially a management framework. However, there is value at the lower levels--the implementation levels--in this approach. It strongly suggests that, with careful definition by faculty of the levels of development of students with whom he is relating, he may determine, for example, that certain students can best benefit from independent study or an internship rather than a particular in-class experience because of their level of sophistication .

If the marketing perspective does nothing else, it forces each participant in career development to look at the process from the students' side and plan accordingly. The marketing point of view is not a panacea for the problems of career development, but it is a perspective that provided me a rationale to reach a level of equilibrium.

I have an orientation that I am going to apply in the future, and I encourage career development management and the mainstream to give the marketing philosophy a serious look.

CAREER DEVELOPMENT IN THE COMMUNICATION CLASSROOM

Jim Rosene, Communication

Can a School of Communication with its emphasis on a professionally oriented curriculum neglect career development in the classroom? Most mass communication academicians would consider this unlikely; yet many students enrolled as mass communication majors would say that the problem exists in practically all of their courses. The answer may be found somewhere in between these two points of view. Programs in mass communication probably *do* have a career development advantage when compared with more traditional curricula, but if we are to recognize student concerns, then there are ample opportunities for improvement. At the very least, students need to be made aware of the career development material already available.

Several factors have contributed to the position of career development in the classrooms of the School of Communciation at The University of Alabama. From the creation of the School of Communication in 1973, an effort has been made to place widely experienced mass communication professionals at all levels of faculty and administration. Currently, very few of the faculty members, regardless of their academic degrees, have not had considerable commercial media experience. Many of them held professional jobs for many years prior to their teaching careers. Thus, sharing one's professional career experiences is a natural classroom activity. With so many ex-professionals on the faculty, students are exposed to a multitude of career viewpoints, and, hopefully, their perspectives are broadened.

The mass communication industry is noted for rapid change, not only in technical development but also in organization. New career opportunities can appear with remarkable swiftness, and old ones can melt away with similar speed. The faculty is encouraged to maintain liaison with the industry so that they can pass along the most current information, career or otherwise. Of course, with ex-professionals on the faculty a healthy camaraderie between media practitioners and the university is enhanced.

In addition to professionals as instructors, many classes also utilize guest speakers from all the media. An advertising class invites at least three speakers per semester from various media and advertising agencies. An introductory mass media class brings in representatives from each of the media. A broadcast management class calls upon numerous local broadcast media personnel. The instructors in these courses say that question and answer sessions following the prepared lecture provide the most career development information. The school sponsors an annual Distinguished Lecture Series in conjunction with a course in social responsibility. Noted media practitioners from all over the United States appear as speakers and as guests at student and faculty hosted social functions. Again, it is probably at the latter where the most career information is exchanged

The School of Communication at The University of Alabama is organized into three instructional sequences: Journalism, Broadcast and Film Communication, and Advertising and Public Relations. Each of these areas has its own series of skills courses, usually classified as labs. Most direct skills preparation occurs in these labs.

A beginning reporting class has students developing and writing news stories under real-world conditions. Other reporting classes send students into the field to cover actual news and feature stories. Their work is submitted to newspapers across the state, and the student sees his own byline. A community journalism class publishes a newspaper--*The Alabama Journalist*. Other courses encourage publication, the maintenance of "string-books," and the regular submission of material directly to newspapers and magazines. An internship program places students into commercial media jobs as part of their university experience. In photo-journalism courses, students prepare publishable photographs. Students are also encouraged to participate in the various campus publications.

Broadcasting students operate a radio station and produce programs for their own cable television channel. Film students write, shoot, and edit entertainment and documentary films. A production facility for the Alabama Public Television Network gives students an opportunity to participate in actual program production.

Advertising students plan ad campaigns, prepare layouts, and practice copywriting. Students recently completed an advertising campaign competition with other Southeastern schools.

Many nonlaboratory courses also deal with job skills. A mass media research class focuses on practical research problems. Topics include preparation of questionnaires, analyzing results, how to read a rating book, and the methods of the commercial research companies. A law and regulation class emphasizes contracts, labor relations, and other practical aspects of media operation. One would be hard pressed to find a class in the school that fails to train students in specific job skills.

Training in job skills and information about jobs are naturally related. The latter also receives considerable emphasis within the school. Introductory mass media courses include descriptions of the types of jobs available to students upon graduation. The lecture material in production classes typically includes information on the "best approaches to a job," preparing to assume a variety of possible occupations, the "realities" of the current job situation, and information on the skills necessary for different media occupations.

Finally, three career development techniques have received limited application and deserve increased emphasis. They are simulations, competitions with other schools, and internal coordination among departments. Computer simulations or computer gaming could do much to create realistic job situations. For example, a class in television programming could computer game various program strategies; a management class could simulate leadership or motivation problems. Competitive exercises with communication classes at other universities could develop an understanding of the competition found in real-world situations. Coordination among classes within the school could also produce more realistic career experiences. For example, the campus radio station could be operated through the combined efforts of management courses, news courses, and the advanced announcing class.

Many professors and administrators in journalism or communication schools around the country are concerned about the vocational aspects of their curricula. They fear that a student can be trained too specifically, thus limiting job prospects upon graduation. The American Council on Education for Journalism, the primary accrediting agency for schools or departments of communication or journalism, recommends a broad background in liberal arts and sciences for media majors. Recommended areas of study include economics, English, history, literature, philosophy, political science, psychology, and mathematics. Therefore, an objective of many schools of communication is to avoid too many career-directed courses. At Alabama, students are limited to forty-two hours of study within the school. The remaining eighty-six hours must be taken in other academic areas. The concerns expressed nationally are somewhat reflected here. However, since the number of communication courses is limited, the faculty is obligated to insure that career development is fully explored within the restricted instructional time available.

Despite all the above career emphasis, students still seem to want more. Again, they might need to be made aware of the career development activities already available.

GLANCING OVER MY SHOULDER

Some Reflections of a Mainstream Coordinator

W. Ross Palmer, Education

Carlton H. Bowyer, in his book *Philosophical Perspectives for Education* (Atlanta, Ga.:Scott Foresman and Co., 1970), has said:

> there have always been those who fight any change, those who are disturbed by new ideas, and those who are most comfortable with a *status quo*. Such reactionaries threaten man's progress but perhaps no more so than the extremists who discard the uses of the past and who sneer at tradition. There is little advantage to a forward look if we fail to glance over our shoulders to see what has brought us to our present condition. Both extremes are foolhardy and dangerous, and each bears the seeds of intellectual destruction. (p. 119)

This quotation, I feel, has a great deal of significance for the Career Development Project at The University of Alabama. My recollections include discussions concerning those who assume a posture of fighting virtually any change, those who were disturbed with the idea of career development in their college, and those who wished, apparently, to be left alone with things as they always had been. Easily recalled also were discussions with and concerning those who would like to change virtually everything without regard to time-honored and proven ideas and precedents.

Boyer, it seems, puts both "foolhardy and dangerous" extremes to rest in his quotation, and I agree with him in his analysis. It is the latter two sentences of the quotation, however, with which I am primarily concerned and with which I intend to deal; as I understand it, I have been asked to take a backward glance for the purpose of seeing "what has brought us to our present condition."

I initially spoke with Don Casella, project director for the Career Development Project at The University of Alabama, in my office during the summer of 1975. At this time I recall that he asked me, after explaining briefly what he intended to have done, if I would be interested in working as a mainstream coordinator. Briefly, the mainstream coordinators were to serve as liaison persons to dispense information relative to career development to their colleges, to promote the cause of career development, and to try to get as many of their colleagues as possible interested and involved in career development. This sounded easy enough--although challenging--and I accepted.

Having thus gotten "on board," I began the project in earnest with the fall semester. One of the earliest and most memorable impressions I have came with the trip in the early fall to Cheaha State Park. This outing took place on a weekend and involved most of the persons who would be working in the project. I believe that it was intended to introduce those of us who did not know each other, to provide a setting for the establishment of objectiveness for the various programs, and to get a better overall picture of what each person's function was to be. The trip was, in my opinion, a success. The beauty and serenity of the setting, the intellectual stimulation of the people, and the commencement of understandings concerning what the program was about all led to positive feelings. Thus, I recall, I felt we were off to a good start.

Though not present at Cheaha, I believe that the student interns were one of the most crucial elements of the year's project. There was a budget allocation for two such interns for each mainstream coordinator, and after careful consideration and interviewing I selected my two. I chose an undergraduate female and a graduate male because I believed, theoretically, that this balance of male and female, graduate and undergraduate would be good for the program. In retrospect, I think that it was.

For a major portion of the first semester we spent a great deal of our time learning. I requested that the interns go to the library and excavate theory to support what we thought we would like to do and to give us additional ideas. In addition, of course, different groupings of us were having various meetings to help with planning. One of my interns got involved in the supporting theory of career development and was quite helpful in providing the three of us with such information. Personally, I was disappointed, but understanding I trust, when, at the end of the first semester, he took a job in another college, doing other things, and at a higher rate of pay. I was lucky, however, to be able to replace him with another graduate-level male with a real eagerness to work.

There was much talk toward the end of the project year about limiting the number of interns to one for the coming year. Personally, I think this might have been adequate, but, for me at least, having interns was crucial. With the busy schedule that one can develop after several years at a university, the interns were especially helpful in providing additional manpower to get things done.

Other recollections of this time include both positive and negative aspects. For one negative point, budgeting considerations could be and often were a headache. It seemed that whatever I wanted to do took some special and unique budgeting procedure to accomplish. Much time, therefore, was spent in trying to determine just how to go about completing the proper forms for getting what was desired. Thanks be to a departmental secretary who, when she didn't know how to do something herself, knew whom to call.

One very positive memory was the trip that several of us took to Washington, D. C. This was to attend the Second Career Educational National Forum, "School to Work--Work to School," sponsored by the National Institute of Education. I believe that I received much useful information from this conference and much benefit personally, too. And, true to form, I received as much at dinner, in the halls, and in private conversations as I did by attending the meetings. All in all, this conference was most helpful in becoming aware of what was being done in various parts of the country by various people.

Another memorable conference attended locally by the interns and myself concerned "Education in the Third Century." This outlook, a "forward look" as the quotation has it, was helpful too.

Shifting gears a bit, I'll now endeavor to recall some of the positive aspects that I believe we in the mainstream accomplished in the College of Education.

Initially, we endeavored to dispense information to the faculty of the college by way of memoranda. Some of these were good, I feel; others, I'm certain, were only mediocre. Perhaps our best effort in this regard was an interview with the person whose responsibility is placement officer for Education in the Career Planning and Placement Service on campus. We asked questions concerning the availability of jobs, the salary level expected, employment strategies. Having used the information in my own classes, I can vouch for the interest of students in these matters. I hope (and I feel that it is true) that it was useful to some of them in the planning and developing of their own careers. It was certainly helpful to me in informal student counseling.

Another positive thing accomplished during the spring semester involved the bringing of a well-known dance consultant to our campus for a Dance Career Day. This event, though completely appropriate, perhaps, to a relatively small number of students on the campus, was well-attended, and it was beneficial to many in the arts. The consultant was sponsored jointly by the mainstream coordinator of the College of Education (where dance is housed at The University of Alabama) and by the Humanities mainstream coordinator.

And then there was CLEM. Clem, an acronym for, apparently, whatever you wanted it to be, developed into a "being" with his (or her?) own personality. The basic idea was for a career development wagon (in Clem's case, a golf cart) to go to various places and dispense career development information to whoever was interested--or concerned. Subsequent programs were planned involving various career-related skills,etc. Clem, I feel, did create a lot of interest and brought attention to the Career Development Project. This, I feel, was helpful.

Moving to the negative impressions, one of my big, all-time, lifetime, frustrations is behavioral objectives. Without boring anyone who might chance to read this, I'll simply say that I don't like to write behavioral objectives. In fact, I loathe to write behavioral objectives. Objectives, I think are obviously necessary--this is planning; it is necessary, and it is good. But to state all that you wish to accomplish and to have to state it according to someone else's rules--well, as I say, I just don't like to do it.

At Cheaha we wrote objectives for the year. This was done in a low-key manner, and I wrote the objectives as I wished. But later, when a consultant came in and forced me to rewrite--well this is one of the most negative feelings I have about the entire project.

Career development, in my opinion, in the College of Education was somewhat different from what it seems to have been in other colleges. Perhaps it was my fault, perhaps it was circumstances (a frantically busy and demanding semester both professionally and personally) or perhaps it was yet another, or other, cause, but I feel interest in career development waned toward the end of the year. As I said on one occasion, it's somewhat difficult, I think, to continue to be zealous when you feel as if you're talking to a group that's long been converted. To elaborate, as I talked with my mainstream colleagues in other divisions, many spoke of troubles and difficulties they were having in getting their fellow faculty to accept even the idea of career development in an academic setting. This, I feel, was not the case in Education. We, I'm certain, long have been proponents of at least some aspects of career development. It seemed to me, therefore, somewhat difficult to generate interest and enthusiasm for something that most people thought (though perhaps erronously--given newer understandings) that they had been doing for years.

So, in retrospect, I would say that the year started with a great deal of enthusiasm and ended with less. It began with ambiguities and uncertainties, clarified many of them, but left others still unclear. It was a year of many positive feelings toward what were considered successes and of some negative feelings toward what were considered failures. It, personally, was a year of development both intellectually and professionally and of contacts and friendships that I feel will be good now and in the future. I'm glad to have had a chance to participate in the project.

CAREER DEVELOPMENT AS VIEWED BY A HOME ECONOMIST

Becky Heath, Home Economics

What is career development?--vocational training? abandonment of liberal arts? competition for students? job placement? The battle over semantics and the conflict of images projected by the word *career* rage on. The heading of a recent article from *The Chronicle of Higher Education* reads, "Supporters hail new ties between life of mind and world of work; critics call trend 'rampant vocationalism' that threatens liberal arts" (Scully 1976). What does it all really mean?

My involvement as Home Economics coordinator in The University of Alabama Career Development Program has had a tremendous impact on my attitudes toward teaching and, more generally, toward the role of education in society. Developing a working definition of the concept of career development has been instrumental in this change of attitude. Historically, education has been considered a part of career development. In addition, the new definition calls for career development to become a part of education.

Career development has been defined as a part of human development. It is a lifestyle concept that also involves leisure activities, studies, hobbies, cultural pursuits, and other activities that surround a job or profession. If this definition is applied to higher education, a dual responsibility emerges. Educators are obliged to help students develop both personally and professionally. Considering the importance of choosing a profession that is compatible with personal goals, values, and aspirations, it becomes obvious that the two cannot be separated.

Lifestyle dictates career, and career dictates lifestyle; both are inextricably linked with higher education.

The concept of career development as a part of total life development is compatible with the discipline of Home Economics. Historically, the central focus of Home Economics has been to improve the quality of life for human beings at all stages of the life cycle. As a part of this focus, educators in this discipline have always been concerned with the development of the total person rather than with preparation for the narrow confines of one particular job. Within this context, learning experiences have been and are viewed as both training for a profession and as education for life.

The Components

Relating education to life. One criticism often directed toward education is that "too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system" (Hoyt 1975).

Upon inception of the Career Development Program, I would have argued that while this criticism might hold true for students in some areas it certainly could not be applied to students in Home Economics. After all, each department within the school has extensive out-of-classroom learning experiences designed especially to help students relate classroom learning to real-world situations. I discovered, however, that careful consideration of this concept can and should have far-reaching effects on faculty-student interaction within the classroom as well.

Is education relevant to the activities that students will be engaged in when they leave school? The answer, I believe, is unequivocally yes. We know it is relevant, but do the students? I am reminded of a prenursing student who was enrolled in a course in family interaction. At the end of the semester, she confessed that although she enjoyed the course immensely she did not see how it would be useful for her future occupation as a nurse. Perhaps both students and faculty fail to see the forest for the trees.

Results obtained from a student panel and from a questionnaire administered to former students in Home Economics reveal the need to provide these students with a conceptually based framework that will enable them to transfer knowledge from one situation to another. In some situations, we have become so conscious of helping students to develop occupational skills that we have not given due emphasis to helping them develop this framework. For example, a course in Human Development and Family Life routinely teaches the Guides to Speech and Action, which are basic principles especially designed to help students develop skill in working with young children. In an effort to help them digest these basic principles, students are asked first to observe and later to apply them in the laboratory nursery school setting. Generally, they leave the course with a firm grasp of these principles as they apply to young children in the nursery school. These principles, however, have much broader application in terms of interpersonal relationships and self-understanding at all levels. Perhaps assignments should be restructured to require students to observe and use these principles with their parents, friends, and instructors, as well as with children. One of the guides is related to the idea that children respond more favorably to positive statements than to negative. This is a universal principle that can be applied in many situations.

Most of us carefully design assignments to serve as learning experiences. Yet students constantly raise questions such as, "How many pages do you want?" and "Will this exam be essay or objective?" We become disturbed that students seem to go through the motions of learning without digesting and extracting what is meaningful for them. At the same time, we often fail to recognize our responsibility and assume that students should intuitively know the relevance of the subject matter presented.

One of my colleagues who teaches Historic Costume in Clothing and Textiles effectively uses the examination procedure to help students relate course content to future applicability of this material. Following the study of a particular historic period, students are required to bring a picture of a current fashion to the exam and discuss how it reflects the influence from that period. This is a relatively simple idea yet profound in the sense that students leave the course knowing why they had to take it. More importantly, they know that they have learned about the past will enable them to predict fashion trends.

The relationship between education that the future can be made meaningful primarily through infusion of this relationship into subject matter presented in the classroom. This concept may, in fact, be much more significant in the long run than the obvious benefits derived from out-of-classroom learning experiences. We cannot expect that students will absorb these relationships by osmosis. It is the obligation of each faculty member to make the relevance of topics presented explicit; in some cases, this will call for a fundamental revision of teaching techniques. Once educators are aware of the need to develop this relationship between education and the future, there will be as many techniques employed as there are instructors. It is important to understand that there is not one right way. One instructor in Home Economics encouraged her students to think about the relevance of the course content by requiring them to respond to written questions such as, "How will this course be useful to you in your future occupation?" and "How will it be useful to you personally?" Another instructor related her own career development to the students. The methodology employed can and should be individualized.

This discussion of the obligations of faculty is not meant to imply that the students themselves are without responsibility. The meaningfulness of content is to some degree an individual matter. However, it is not likely that students will do this spontaneously, since most of them are unaccustomed to thinking along the lines of future personal and professional relevance. Change must occur in the expectations held for students. Although higher education may serve as a catalyst for this type of change at the lower levels of the educational spectrum, it cannot be expected that change in universities alone will suffice. We cannot establish the role of student as if it is a goal in and of itself and then expect these students to make a magical transformation into life upon receipt of a degree. Education at any level must not be separated from life.

Developing transferable skills. One thing is certain about the future--there will be change. The problem with narrow occupational preparation is that too often it trains people for jobs that may soon be extinct. While this criticism cannot, for the most part, be applied to university education, the effects have been felt. I believe this is primarily because students leave institutions of higher learning with little understanding of the skills they do possess. For example, students in Education leave school thinking of themselves primarily as teachers. If they are unable to secure a teaching position, they are likely to conclude that their education has been of little value. Again, I believe it is our responsibility to help students become conscious of personal strengths and the knowledge they possess so that they will be able to see how they fit into a wide variety of occupational settings. Furthermore, this awareness can and should extend beyond profession into the personal and community realms.

One of the goals of career development in a university setting should be to help individuals synthesize knowledge gained through their professional training and identify those skills that are most enduring and most transferable. A few students have been highly successful in accomplishing this goal. One Home Economics student with a specialization in Consumer Economics convinced a banker that her skills would be of value to the operation of the bank. While some bankers might not have sought a person with her particular qualifications, her success in obtaining the position demonstrates her ability to assess personal strengths and the needs of others. In addition, she was able to relate the two to each other. Another Home Economics student in Human Development was able to create a professional position for herself by combining experience received during summer jobs while she was in high school with her professional training. She convinced a state dental association that her particular skills would enable her to effectively instruct elementary school children in preventive oral care, a position routinely held by a dental hygienist.

Because students such as these are aware of their own abilities and strengths as well as the needs of others, they will never be forced to "drive a cab." They will be able to cope with change and, if necessary, to create meaningful jobs for themselves in response to this change.

Developing self-understanding and understanding of others. Education has been criticized for graduating people who are not equipped with the self-understanding and work attitudes that are essential for making a successful transition from school to work (Hoyt 1975). Students should be encouraged to become aware of their own abilities, limitations, interests, and values. In addition, it seems imperative that they also become aware of the personal characteristics required for various occupational choices and develop the ability to relate these to each other. If they are equipped to do this, they will be more likely to choose situations with which they can cope and less likely to become disillusioned and unhappy with their selection.

Partly as a result of The University of Alabama Career Development Program, students in Home Economics are becoming more concerned with learning about the personal characteristics and skills required in various professional positions. This concern is exemplified by the fact that all student organizations in Home Economics are currently planning career seminars involving professionals employed in different areas, and part of the focus of the seminars will be to illuminate some of these necessary characteristics. An added benefit will be that students may begin to see the importance of self-evaluation in relation to selection of an occupation.

At a recent meeting with Home Economics faculty, employers from the community confirmed that a major inadequacy of many employees under their supervision is in the area of interpersonal relationships. Perhaps college instructors have too long considered knowledge in the subject matter area without due cognizance of the importance of interpersonal skills as they relate to successful job performance. I believe that successful relationships with others involve learning to appreciate differences among people. For example, students of dietetics need training not only in the subject area, but also in the differences in values of people they are likely to encounter.

Practicum experiences have been viewed as an important avenue for helping students to learn more about themselves and others. In addition, once faculty members are aware of the significance of this type of learning, techniques can be employed in the classroom that will aid the development of self-understanding and understanding of others. One faculty member in Home Economics required students to defend a lifestyle that was different from their own. Through role-play situations, students were required to put themselves in another's position, thereby aiding the development of an appreciation of differences among people. Even in large lecture classes, questions can be asked to help students think about themselves and the way they feel about things. Again, the techniques will differ. It is important to realize that if students can begin thinking along the lines of self-evaluation and appreciation of differences among people, it will become a process that they can use in many different situations throughout their lives. This process will relate not only to occupational endeavors but to personal and community situations as well.

The Results

Ironically, most students view the commencement exercises as the end rather than as the beginning that the word *commencement* implies. Perhaps this is because they have been oriented toward completion of tests, papers, and courses. Career development in a university setting attempts to help students see relationships between what they are being asked to learn in schools and their future personal and professional lives. Further, it provides opportunities by which students may develop confidence in their abilities and recognition of their value in a changing society.

A few students always have exemplified the concept of career development in the broadest sense. These are students who are consciously aware of their personal strengths, weaknesses, and values and who can assess the needs of others and relate these to each other. Career development helps students build this understanding of self and others, leading toward the evolution of more production and happier members of society.

Career development should be viewed as a process that will continue for the individual long after receipt of the college degree. If educators are successful, a true commencement can be expected because we will have helped to prepare people for meaningful lives.

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NEW COLLEGE

Personalized Career Development

Marilyn Helton, Graduating Senior, New College

New College--it seemed a rather tame, conventional name for an innovative program, especially at a university as steeped in tradition as The University of Alabama. But when I stepped into the New College world as an unsuspecting freshman three years ago, I was awed by what this new educational program offered: variety, openness, and opportunities. But the most attracting yet terrifying reality was to discover that this journey through college was going to be captained by--me! I was timid at first about handling my own educational voyage, but I decided that it was worth a good, hard try.

And it has been. As the now-experienced captain of my own ship, I can stand on the bow and smile because the land for which I have been searching is near. It has truly been my journey, with no senior officers barking orders, no preordained ports, no competitive aggression with shipmates, and no standardized mapping; just the open sea of decision making--my decision making.

To tell you a little bit about my experiences, I'll have to back up and speak about my ship. The New College ship is built from an individualized and experimental framework for undergraduate voyagers. It has the best of both collegiate worlds--a small-college, community atmosphere (enrollment is near 200) and a broad variety of opportunities providing a free choice of over 3,000 classes from the entire university campus. So there I stood. I was to captain the journey. At that time I was thankful that I had a lifeboat in case things didn't seem to work out for me--I could transfer to a more traditional college on campus.

I set sail on the, sometimes, stormy sea of education with the hopes of finding a career, making new friends, experiencing some academic areas that I had never studied before, and finding out more about myself--what my talents, interests, and abilities were, who I was, and where I wanted to go. New College has four integral parts that became genuine support for me as I traveled--the advising, the learning experiences, the student interaction, and the evaluations. With this support, I was able to reach the goals I had set for myself.

The advising process provided a way for me to command my own directions and chart my own course. Each student in New College chooses a faculty advisor. The faculty members are chosen for their extra human touch and are something special in themselves. Many times faculty members are rewarded and compensated for the research they do and the publications they produce. But New College faculty members are chosen because of their teaching and advising experience, and they are evaluated on these factors. There is a first-name atmosphere among us all, they are always ready and willing to help a student in any way, and they are open, involved, and interested. With the assistance of my faculty advisor, I had the option of selecting additional resource people to form a contract advising committee. As time went on, I met two men who were in areas of special interest to me, and I asked them to help me chart my college voyage. This committee joined me on the bridge of my ship. They were my first mate and my midshipman on the voyage. We met at least once a semester to chart my course for the next term. They were willing to advise and suggest, yet I was the captain and the final decision with veto power was mine. They warned, cajoled, advised, scolded, guided, assisted--but at all times it was me at the wheel, learning to change directions, handle the rough waves, and read a compass. It was man the ship or sink! *I* was responsible! These advising sessions on the bridge were eye-opening times for me. I talked about my goals and dreams to these people, who, I felt, understood and accepted my feelings. Even as I talked and planned, I learned more about myself--who I am, what I want to become, and where I want to go. Steering my own ship became a personal-awareness program.

New College learning experiences were ports that I visited along the way. I put in and dropped anchor at five New College seminars during my voyage. The seminars are interdisciplinary and are taught in the broad, generalized areas of humanities, social sciences, and natural sciences. I was involved in everything from photography, to pottery, to learning about ecological problems, to having one of my presentations video-taped, to doing a major group study. The scenery at each stop was unique and exciting. The problem-solving seminar was completely new to me when I came to college. The faculty made it as open as possible for discussions, new ideas, activities and, always, learning. Those, together with other courses all over campus, were memorable ports on my journey.

Other ports were out-of-class learning experiences and independent studies during the summers of my trip. In these warmer seasons, I had valuable practical applications of the theories I had been studying. One summer I was a camp counselor, and under the supervision of a faculty member I read counseling materials and kept a log of my counseling experiences. Another time, I journeyed north for a summer in Pennsylvania to work as a director of youth activities, and I used my observations, my readings, and a questionnaire to write a paper on youth values. I came back home for the third summer to work as a research assistant for a professor. My research and writing abilities were put to the test, and I also learned about the areas that I was researching--a two-in-one experience. These were novel ways to liven up a journey that was getting better all the time.

Student prominence is an important part of the New College ship and played a very influential part in my journey through education. Having peers along on a voyage provides for some fun times and also a lot of extra help and suggestions. Some friends were on board for only short periods of time; others became regular crew members whom I trusted and learned from throughout my whole experience. New College prizes its students and therefore structures experiences to enhance peer participation. Students have their own officers who help organize and promote various activities. They help new students become oriented to the New College atmosphere. Student input is welcomed, and actually sought, in each situation, from the admission process for applicants to the selection of faculty members and the dean. The rapport among students, faculty, and administration of the New College is mutually trusting.

Evaluation is a necessary sounding board to a new program, and it became a measurement of growth throughout my journey. In New College, we students continually evaluate the dean, the faculty, the seminars, and ourselves. Evaluation is used as a tool to help improve learning experiences and to be sure that specified goals are being reached--to map the seas and to locate the perils of the journey. Since New College is set up on an individualized approach, each student competes only with himself and not with others. The pressure is relieved, and the freedom is there to grow and develop as an individual.

Now, as I glance back to the places I have been and peer forward to the horizon I am approaching, I can see places that I will never be able to revisit, but from which I have grown during my stay. I can now begin to see the edges of land ahead, and it becomes all the more beautiful because I've been sailing my own ship. From within myself, I can see important skills developing--skills in communication, research, self-confidence, and responsibility.

Now I am almost at my undergraduate journey's end. The smell of the earth gets stronger as I approach the landing for my ship. I'm a bit weather beaten from the journey, but healthier from the invigorating activity and experiences. As I get ready to walk down the gangplank, I can put the parts of my voyage together to make a whole.

I will graduate from New College with an interdisciplinary major in Family Counseling. This depth-study area evolved through a combination of psychology courses in the College of Arts and Sciences, counseling courses in the College of Education, and human development courses in the School of Home Economics. The out-of-class experiences during the summers have given me a chance to test what abilities and choices I want to integrate into my life. I have been accepted into graduate school, awarded an academic scholarship, and will work on a combined master's degree in Religious Education and Social Work.

At times along the way I felt that I had lost my directions or that my ship might sink at any moment, yet with the support of my bridge, ports, shipmates, and mapping I was able to weather all of the storms. I continued to try to accept the responsibility for my voyage and to make my educational experience relevant to my own needs. Being the captain of my own ship has been the key to the fulfillment and satisfaction that I now feel as I step down to shore. But even as this voyage ends, I realize that there are other voyages to come in my life. I feel that my New College experience has helped me to be better prepared for the decision making and the responsibilities that are ahead. This port only leads to another new voyage. I am ready to set sail again.

THE
SUPPORT
SYSTEM

A COURSE IN CAREER EXPLORATION

Robert E. Comas, Counseling and Guidance

Attempts to provide career exploratory experiences have been a central theme in guidance and counseling activities since the beginning of the profession. Evidence of this is available in the various guidance models described since the early 1900s (Shertzer and Stone 1976). Career development has also been a dominant theme in the mainstream of American education throughout the 1900s. The Seven Cardinal Principles of Education specify that selection and training in vocational areas was one of the seven basic goals of American education even as early as 1918 (Department of Interior Bureau of Education 1918). As a result of many factors in the American society during the late 1960s and early 1970s, renewed interest in career development has taken place. Sidney P. Marland (then commissioner of education) reintroduced the concept of career education in an address to the National Association of Secondary School Principals in Houston in 1971.

Awareness of the acute need to help undergraduate students identify meaningful educational and vocational goals led to the development of a proposal to the Presidential Venture Fund of The University of Alabama. In this proposal submitted in the fall of 1974, Ralph M. Roberts makes the following statement concerning the need for career assistance:

> A significant number of college students are characterized by lack of a genuine sense of purpose or direction--a general aimlessness and inability to involve themselves in the educational process in truly meaningful ways.
>
> This circumstance may be attributed in part to their lack of basic information concerning occupations, careers, the world

> of work, and the opportunity and responsibility for effective individual participation in the economic system.
>
> It is also a function of a lack of self-understanding. Few students have any realistic conception of their own potentials--abilities, interests, values, aptitudes, motivation. They have little or no opportunity to inventory or explore these characteristics because it is regrettably true that students, at all levels, are insulated--isolated from the real world of business, industry, and the professionals, with few avenues of communication open to them.
>
> As any placement office can testify, the result is that many students come to the point of graduation with no notion of possible entry employment, let alone long-term career planning.
>
> Others enrolled in professional and pre-professional schools on the basis of inadequate information, misunderstanding, unrealistic conception, expediency, or external pressures, are uncertain as to goals and opportunities--and continue to have personal misgivings regarding these tentative decisions by default.
>
> No satisfactory means of providing comprehensive and systematic information and experience has yet been devised--partly because the full dimensions of the problem have only recently begun to come into focus in the nationwide concerns revolving around the concept of Career Education. Faculty advisory relationships are few and limited in scope. The counseling center touches a small percentage. The placement office does all it can be expected to do considering its almost inevitable position at the end of the academic road.
>
> To anticipate a reflexive objection--this proposal to accord career consideration a rightful place in the complex of educational objectives is not to be construed as in any way a move to replace or to diminish the importance of traditional educational goals. This is not a proposal for further job training, for tracking, or for personnel classification. Nor is it anti intellectual.
>
> It is in fact, the essence of general education--liberal education--in the best sense of equipping and freeing the individual to ask more intelligent questions, to make better decisions, to exercise options, to assume control of his own destiny. It offers promise of opportunity for each person to come to more effective and responsible citizenship through better understanding of the interaction of vocational development with the other important dimensions of life and living in his society. (Roberts 1974)

The course, NEW 280 Career Exploration, was offered during the 1975 spring semester as a result of funding through the Presidential Venture Fund of the university, an internal foundation established to support experimental programs that enhance the quality of teaching and learning at this institution. The course was offered through the New College, an innovative, interdisciplinary program of undergraduate education utilizing a nontraditional, individualized instructional approach. Faculty from Programs in Counseling and Guidance of the Area of Behavioral Studies in the College of Education were responsible for program design and coordination.

Objectives and Strategies

Objectives of the course were established, and specific strategies to meet each objective were developed:

Objective 1: To identify a group of undergraduate students who expressed interest in exploring educational and vocational possibilities.
Strategy 1: Advertisement of the course by distribution of circulars at selected campus locations and at registration areas, by publication in campus and community newspapers, by campus and community radio announcements, and by announcement to classes during the preceding semester.

Objective 2: To provide opportunities for students to become more aware of themselves as personalities in the process of choosing a major area of study and a vocational area of interest.
Strategy 2: Administration and interpretation of a battery of personality and interest inventories, opportunities for personal and group counseling, and individual appraisal and self-awareness activities.

Objective 3: To develop decision-making skills that could be applied both immediately and on a continuing basis, utilizing personal and environmental information in educational and occupational choice.
Strategy 3: Small group activities, individual projects, and personal counseling, each involving the acquisition and application of decision-making skills.

Objective 4: To provide realistic academic and occupational information for the purpose of facilitating appropriate vocational choice and career development.

Strategy 4: Interaction with academic and business representatives, individuals in the labor force, career planning and placement specialists, and other students. Analysis of educational and occupational literature.

Objective 5: To provide on-the-job field experiences in areas of specific interest.
Strategy 5: Observation and participation in work activities in the community or at the university.

Participants

The course was initially publicized approximately one month prior to the 1975 spring semester registration. Plans were made to include from 30 to 50 students; however, student demand during registration increased the number of participants to 86. During the three semesters the course has been offered a total of 194 students have participated. Each semester personnel limitations have precluded accepting all students who expressed a desire to enroll in the course. Each semester, students have come primarily from the freshman and sophomore classes, but approximately one-third have been juniors and seniors.

Format

The course format consists of four major components: large group information sessions, small group counseling sessions, individual appraisal and counseling, and on-the-job field experiences. Although initial large group sessions involve some instructional material, the primary emphasis throughout the entire course is on student participation in carefully planned, experientially oriented activities.

Course Contract. Students who enroll in Career Exploration register for three semester credit hours. Since the course emphasizes an activity orientation rather than an academic orientation, traditional evaluation techniques of testing and grading of assignments are not utilized. Instead, a highly personalized contract system of grading that permits each student to select appropriate experiences based on individual need and readiness has been developed.

Students select from two options for grading purposes. Plan I consists of a pass/fail option. Students selecting this plan complete only the required assignments and meet the attendance requirement of the course.

Plan II is the contract for grade option. Students registering under this option also complete all required assignments. In addition, these students select attendance and optional activities corresponding to the grade they select. The course contract consist of

1. *Work to be completed by all students:*
    a. Complete initial questionnaire about reasons for taking the course.
    b. Complete all tests administered for self-assessment. Tests consist of the Strong-Campbell Interest Inventory, the sixteen Personality Factor Questionnaire the Hall Occupational Orientation Inventory, a sentence completion form, and an autobiographical data blank.
    c. Participate in at least one session for interpretation and discussion of test battery.
    d. Read and complete assignments in the textbook, *Career Planning and Job Hunting* and *Occupational Options* (Gaymer 1970 a, b.
    e. Complete assignments made from *A Purpose for Your Life* (Ligon 1973).
    f. Complete assignments made from *Decisions and Outcome* (Gelatt et al. 1973).
    g. Prepare a vocational autobiographical description based on a career development theory.
    h. Analyze three jobs of interest to you utilizing the "Analysis of Occupations" outline provided.
    i. Begin a placement file and participate in an interview with the placement personnel at the Office of Career Planning and Placement.

2. Attendance requirements: Since this course is primarily participatory and since many of the activities will occur at class meetings, the following attendance options are available.
    a. No more than three (3) absences on A contract.
    b. No more than four (4) absences on B contract.
    c. No more than five (5) absences on C contract.
    d. No more than five (5) absences for Plan I.
3. *Options:*

    Any four (4) of the following on A contract.

    Any three (3) of the following on B contract.

    Any two (2) of the following on C contract.

    The following activities are not required of students on Plan I.
    a. Interview three individuals working in a job area of interest to you and summarize the interviews following the "Guide for Conducting an Interview."
    b. Prepare a letter of application and a personal resume.
    c. Participate as a job applicant in a simulated employment interview.
    d. Participate in an individual counseling relationship for the purpose of self-exploration and/or career exploration.
    e. Read and give a brief written reaction to any ten interviews in *Working*, Studs Terkel (1974).
    f. Complete an approved project in career exploration. Examples include: ability testing and feedback, in-depth study of a vocational topic, volunteer work, and visits to medical, dental, law, or other professional schools to gather information.
    g. Participate in an approved field work experience.

Class Activities. All students in the course meet once per week for ninety minute sessions in large group activities. A listing of the activities for each session follows:

Session 1--Course overview and initial questionnaire

Session 2--Self-assessment testing

Session 3--Description of contract

Session 4--Overview of career education

Session 5--Self-exploration in career exploration

Session 6--Film *Future Shock*

Session 7--Occupational information in career exploration

Session 8--A look at the labor force

Session 9--Services of the Career Planning and Placement Office

Session 10--Self assessment testing

Session 11--Vocational autobiography preparation

Session 12--Seminar with representatives from the
and 13 schools and colleges of The University of Alabama

Session 14--Seminar with business, industry, or public service representatives

Session 15--Course evaluation

Group Counseling Activities. Students also meet for ninety minutes each week in groups ranging from eight to twelve members for group counseling. Counseling and guidance doctoral students serve as facilitators for these sessions. The primary intent of group counseling is exploration of self-perceptions in relation to educational and occupational options. Major emphases are value clarification, self-assessment, decision making, and published exercises are utilized, as well as activities requested or initiated by group members. Examples of group activities include dyadic and triadic introductory interaction exercises, relaxation training and fantasy exercises, sessions utilizing the *Vocational Exploration Group* program (Daane 1972), needs identification and abilities assessment from *A Purpose for Your Life* (Ligon 1973), and decisions skills exercises from *Decisions and Outcomes* (Gelatt et al. 1973).

Individual Counseling. Test interpretation and individual counseling are provided by the group facilitators and master's level counseling and guidance practicum students. Each career exploration student participates in a one-hour test interpretation and counseling session. Continuation of personal counseling is available as an approved project at the initiation of the student or in response to counselor invitation.

Reflections on the Course

Looking back over the three semesters NEW 280 has been offered is an interesting experience. Attempts have been made by all instructional personnel each term to carefully evaluate the various experiences with the students and correct observed or identified deficiencies. Systematic and informal evaluations have been conducted after each course.

The small group leaders who have worked with the course throughout and students in each of the classes have responded favorably to the experience called career exploration. Students who have participated in the course have generally stated individual objectives similar to the stated objectives of the course. In a precourse questionnaire statements from students concerning their reasons for taking the course read as follows: (1) to help me make the most appropriate career choice, (2) to get information about jobs, (3) to help choose a major, (4) to get information about personal qualities, and (5) to reconsider present major. Evaluations at the end have indicated that the students feel their objectives have been met and that they feel generally good about the experience.

Students are particularly positive about the personal exploration experiences with the small group counselors. They are also generally positive about the methods utilized in the course for instructional purposes. In rating and ranking the activities of the course, experiential activities always come toward the top and didactic experiences toward the bottom--the more didactic the activity, the closer to the bottom of the ranking and vice versa. In a questionnaire at the end of each course, the following question is asked: "Knowing what you do about the course, would you recommend it to others?" Responses to this question have almost always been "yes."

Because of the recognized need for facilitation of career development at the college level and because of the positive reactions of the small group leaders and the students to this course, Career Exploration should be continued as an integral part of the undergraduate curriculum at The University of Alabama.

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WOMEN'S RIGHT TO CHOOSE

Joan M. Comas, Women's Career Service

Recent changes in economic and social patterns have had a direct and dramatic influence upon the career roles of American women. Unfortunately, few concomitant changes have taken place in women's attitudes toward career planning. The United States Department of Labor reports that in the last decade women workers have emerged in great numbers, accounting for three-fifths of the increase in the civilian labor market. Regardless of her marital status, the work life expectancy of the average woman is currently twenty-five years if she marries and more than forty years if she does not. The Bureau of Labor Statistics reveals, however, that the nearly 35 million women in the labor force are concentrated in low-paying, dead-end jobs and within a severely restricted range of occupations.

Why are working women in the lower positions of the employment hierarchy? Why, regardless of their talents, education, and individuality, are women confined to a very limited number of occupations. Although many factors have contributed to the situation--discrimination, of course, a blatant element--the lack of career planning on the part of women is a critical factor. Due, partially, to sex role conditioning and to a presumed incompatibility between family and career, career planning for women is a neglected area. Women are rarely given adequate preparation for a career as they are growing up. Instead, they are usually encouraged to avoid planning their job futures or making thoughtful career decisions while counting on a comfortable future through marriage alone or in combination with a sideline job. Despite twentieth-century realities, many women continue to define their futures on the basis of nineteenth-century role expectations. That is, they fail to foresee and prepare critically for the vocational future that is likely to be theirs.

Women students at The University of Alabama are no different. When surveyed as a part of the 1975 New Student Orientation, the majority of entering freshwomen stated that they (1) had not given critical thought to career choice; (2) were uncertain of their career goals; (3) felt a need for assistance in career decision making; (4) were viewing their futures in terms of marriage and family instead of careers; (5) were considering a narrow range of traditional female occupations. When asked to indicate areas in which they would like help from a counselor, freshwomen most consistently chose "educational and vocational planning" from among eleven diversified choices. In another poll, taken in connection with a women's career program sponsored by the Career Planning and Placement Office in 1975, women students unanimously declared a need for career guidance. Yet, proportionally few women seek assistance from the available campus agencies.

At an intellectual level, the students recognize the need for career planning. On a personal level, however, the need is abstract. When invited to participate in group career exploration sessions, the majority of entering freshwomen indicated that they felt such sessions would be helpful to them. When the group sessions actually were held, however, only five students participated.

A paradoxical problem was reflected--a stated need for help on the one hand and apathy toward seeking or receiving help on the other.

The situation facing university personnel interested in working with the career development process of our women students was, therefore, cumbersome. We would first, it appeared, have to precipitate an awareness among our women students of the need for career planning. Only then could the services and programs offered in response to the need be truly effective. A special effort directed toward our women students was demanded, because their situation is vastly different from that of the male students. Males grow up with a work orientation and with the concept of establishing a career identity. Females do not. Despite the fact that 70 percent of women college graduates are now working, women students unrealistically tend to think of their futures in terms of school, marriage, children. Period. Males grow up with a wide range of career options available to them. Female options are severely limited by sex role stereotyping of appropriate women's work, options too restrictive to accommodate the individuality of women and the growing number of women entering the labor market. The unique career development requirements of women seemed to require a special emphasis and a specialized career service.

Planning of Program

The realization of the singular career development needs of women led to the development of the Women's Career Service at The University of Alabama. The program was sponsored by two offices within the Division of Student Affairs: the University Counseling Center and the Career Planning and Placement Service. Joint sponsorship enabled the Women's Career Service to utilize the printed materials and resources of both offices and to establish greater unity and continuity between the services of the two offices. Advice regarding the design of the Women's Career Service was secured from many interested individuals and groups on campus. A support and liaison were established between the Women's Career Service and the following divisions of the University: (1) University Committee on the Status of Women, (2) Women Studies Program, (3) Affirmative Action Committee, (4) Career Development staff, (5) Continuing Education, (6) Women Emerging Advisory Board (a board of faculty, staff, and students that had planned and executed a two-day career program for women in February 1975), (7) various student organizations.

The overall purpose of the Women's Career Service was to expand the career awareness and alternatives of women and to assist them with the career decision-making process. The program, furthermore, was designed to deal with some of the complexities and career role ambiguities uniquely related to career planning for women.

Specific program objectives were numerous but could generally be listed under the following basic objectives of the university's comprehensive career development program:

1. to assist women in developing a career self-concept
2. to provide accurate and current career information
3. to assist women in overcoming inequality of career opportunity

Since career planning is an ongoing process, certainly not exclusive to the eighteen through twenty-two age range, it was decided that the Women's Career Service would be available to women of the community as well as to our women students. Mass media publicity was used to announce and attract community women to the service. Restrictions of time, funds, and staff, however, demanded that our primary thrust be directed to the women students because of their accessibility.

Staffing was indeed a problem. Basically, the staff of the Women's Career Service consisted of a half-time counselor-director (employed for twenty hours per week by the Counseling Center) and the associate director of Career Planning and Placement who generously devoted whatever time she could spare from her regular duties to the program. Both the Counseling Center and Career Planning and Placement provided secretarial support, and student volunteers helped in cataloguing the resource materials of the service. Valuable assistance was provided by community women; over 100 women representing diverse occupational fields agreed to serve as career consultants, sharing career information and experiences on a one-to-one or one-to-small group basis and serving as role models. In addition, persons and agencies on campus were contacted and catalogued according to the type of help they could provide. Thereby, the Women's Career Service served as a clearing-house, referring women, according to individual needs, to existing areas of specialization and to established programs of the university.

The most immediate problem in developing the Women's Career Service was finding a physical location. A conspicuous, centralized location was needed. This problem was taken to the acting vice president of Student Affairs, who was instrumental in securing two adjoining rooms of the student union building to house the Women's Career Service. It was felt that establishing the service in an area of high student traffic would, in itself, help create a consciousness of the importance of career planning and would attract our women students.

Thus, at the end of the planning stage, several things had happened: (1) an indication of need had been established, (2) ideas had been gathered about how to serve women, (3) the concept of the Women's Career Service had been accepted and confirmed by appropriate support, encouragement, and liaison, (4) general purpose and objectives had been clarified, (5) staff, clientele, and location had been defined, (6) resources for the service had been accumulated. Less than two months had passed since the conception of the Women's Career Service.

Implementation of Program

On 15 March 1976, the Women's Career Service was opened to students and to women of the Tuscaloosa community, hardly prime time since spring holidays, final exams, and the end of the semester all were upcoming during the next month and a half. Nevertheless, we were anxious to take action, to provide services, to learn.

Publicity, prepared in advance, was the first order of business. The publicity was designed not merely to announce the service but also to provide consciousness-raising ideas and information regarding women and the world of work. The Women's Career Service publicized its existence and its ideas through the distribution of flyers and posters; radio and television announcements and feature programs; articles in campus, community, and state newspapers; personal contact with university faculty, staff, and students; inclusion in a variety of campus publications and brochures; and a barriage of letters to selected students, faculty, and staff members. The Career Development staff provided formal means of establishing liaison between the service and other university areas. Later, as we had hoped, personal recommendations from women using the service became our best source of publicity.

A second major activity of the implementation phase was the assembling and cataloguing of resource materials. Books, pamphlets, brochures, audio-visual aids, and psychological tests were accumulated. People such as our career consultants were, of course, major resources. Since we were operating on a meager budget, free and inexpensive materials were ordered, and the more expensive items were collected from the reserves of other university departments. Materials were classified under the following headings: Women, Counseling, Statistics, Directories of Education and Training Programs, Directories of Financial Aids, Study Skills, Job Search, Legal, Career Education, General Occupational Information, Specific Occupational Information. Eventually, an adequate resource center was established. Those of us involved with the Women's Career Service feel that the establishment of a resource center has, in itself, been a real contribution to the career development effort. Women students have responded enthusiastically to the availability of the materials, stating that the accumulation of resources within a single location has been most helpful to them.

In addition to the resource materials, the services offered through the Women's Career Service included: individual counseling, individual testing and assessment, group counseling, self-exploration and vocational exploration, educational/occupational information, assertiveness training, study skill development, job search techniques, divorce adjustment groups, legal advising (provided by the legal advisor of the Counseling Center), and a resource bank of career consultants.

We realized at the outset that such a comprehensive list of services was, at best, idealistic and, at worst, foolish for a half-time program to undertake. However, career development is a comprehensive concept, not limited solely to vocational guidance. Instead, career, in our definition, is broadly defined to include one's total involvement--education, employment, personal and family concerns, and social interests. Therefore, the Women's Career Service was designed to deal with a variety of related needs: personal, social, academic, and vocational. Never did we anticipate sole delivery of these services. Instead, we intended to serve a clearing-house function for group activities, channeling women with needs for group counseling in the areas of self-exploration, assertiveness training, divorce adjustment, and study skill development into existing group programs of the Counseling Center.

Essentially, the Women's Career Service was begun with provisions and preparations for services that we anticipated would be useful to women in their total career development. Our ambition was to readjust specific services and programs according to actual presented and discovered needs.

When the service was opened, however, we found ourselves cursed by success. We were so busy dealing with the individual women who came to us that there was simply no time left for further program development. The service was open from 11:30 to 2:30, Monday through Thursday, during the last seven weeks of the spring semester. In this period, almost 250 visits were made to the Women's Career Service. Of this figure, approximately 85 percent were students and 15 percent community women. All visits were logged, and tallies show that the most requested services were (1) individual testing and vocational counseling, (2) educational/occupational information, (3) job search techniques (résumé writing and interviewing), (4) career consultant interviews. Each woman was asked to respond to an evaluation form. The tenor of responses indicated that each service utilized was judged by the women as being very helpful.

Overall, the Women's Career Service has been successful in its fledgling stage. The resource center has been well received and has provided accurate and current career information. The career consultants have served to bring together working women and aspiring working women, and they have provided realistic insights into career options, uniting community and campus. Evaluations show that group and individual counseling sessions have contributed to the development of the career self-concepts of participants. All services have aimed toward overcoming inequality of career opportunity. Possibly the very existence of the Women's Career Service has emphasized the importance of career planning for women.

Needs of Program

Any success achieved by the Women's Career Service, however, has been limited, limited by the small percentage of women with whom we dealt. Most of the contacts involved students and community women who already recognized a need for help in their career development. We failed to reach the vast majority: the women students who feel that career planning is needed, but only for the other nine of ten females who will work outside the home at some point in their lives, and the community women who have no coherent approach toward redirecting their lives. Additionally, most of the Women's Career Service contacts were on a one-to-one basis, a limited method for reaching the majority.

More efficient programming is needed. For college students, outreach programs must be developed, programs aimed primarily at consciousness raising. Career alternatives are meaningless unless women are aware of their right to choose. Career choice is an illusion as long as women have no motivation to choose.

For community women, systematic programs offering support and guidance are needed. A scheduled sequence of group offerings should be made available to these women. Program topics could include the following: Self-Exploration; Career-Exploration; Your Next Step; Single Again; the Reentering Woman; Adjusting to New Roles. Perhaps these programs could effectively be sponsored and promoted by the Women's Career Service and offered on a regular basis through the Division of Continuing Education.

Additional Services, however, require additional funds and staff. The Women's Career Service has made a start. Hopefully, we have gained the entrance needed to build a demand that may justify greater expenditures for programming in the future.

THE PLACE OF THE COUNSELING CENTER

Robert Smith, Student Services

The involvement of the University Counseling Center (UCC) with the Comprehensive Career Development Project at The University of Alabama has resulted in an awareness of the difficulty of delivering services to students. The problem of getting students to use services is probably of greater concern than the nature of the services that are made available. In the absence of any research on the matter, I am essentially offering my opinion, but if the students used the services and reactions were obtained, the services could be better tailored to their needs.

Background

Historically, the UCC is a new organization on The University of Alabama campus, having first opened doors to students in 1970. It has grown from one counselor to a staff of a director (also associate dean of students for student services), three full-time counselors, a graduate assistant counselor, and, this year, two half-time counselors coordinating with the Career Development Project. That this is not adequate staffing to serve a student population of 15,000 is open to debate; I do not believe it is. Subject to the whims of the clientele, the staff has had to respond to demands for didactic counseling, working in whenever they can special group programs and other special programs. From my perspective, it should be a source of pride to the staff that they've done as much as they have for the students within their functional areas of the Division of Student Affairs. For several years the head of this division was an academician. The results of this are that the functional units of student affairs are scattered across campus (even though a new student building was erected during that time), and the communication channels are strained if used at all. Student personnel people who read this will understand the problem: it is hard to gain respectability in the academic world when you aren't considered academic; this traditional problem is exacerbated when functional units don't have an appropriate mandate for service, aren't in more than casual communication, and try collectively to support a unified comprehensive career development program. Historically, then, a pattern of functional autonomy and bickering has entangled UCC and other student affairs branches; when we all became involved in the Career Development Project, we had problems.

The Program

The UCC did come up with some good ideas and did provide services. That it was difficult to get students to use these services must appear peculiar. After all, students today will more than likely list as the most pressing concern for their college experience concerns with career. In reflecting back on our experiences, it seems to me that we often make a faulty assumption. Because students report that they are concerned about "careers," we assume that anytime we offer a career service they will madly dash to receive it.

In our examination of any problem, especially a multifaceted problem, we often concoct ways of conceptualizing the problem that benefit us in our understanding of it. We use our concepts, often called jargon, to communicate with one another--to expedite communication. Yet we've frequently witnessed some take issue with our concepts; *career development*, for example, has been interpreted by some as an attempt to have institutions of higher learning become trade schools. We didn't intend this, but when I look at the words *career education* it is easy to see how the phrase could be construed to mean that education should result in a career, period. This is absolutely counter to the heritage of higher education. Of course, what we meant was entirely different. So much for the academician; what about students? Do they understand our purpose? When they list "careers" as a primary concern, what do they mean? It seems to me that with a multifaceted problem we must understand precisely what students are experiencing, not only so that we know what the concerns are but also so that when we develop services to meet these needs we can talk in terms that they understand and will respond to.

It may sound as though UCC and Career Development operated in a vacuum; I don't think it was that bad, but I would have to consider it a partial vacuum. In all our career development programs, we met with partial success. In part the lack of success is attributable to the aforementioned problem in the Division of Student Affairs and the basic uncommunicability of our concepts. Students have many demands for their time; not many will waste it when they don't know what the service will do for them or when they get that old, classic run-around.

For example, we began to make available Vocational Exploration Groups (VEG), a commercial product featuring structured group activities. Those that participated thought it was a valuable experience. We published articles in the paper, circulated flyers, and had some students experience it both in the Career Exploration course and in training sessions for counselors. It just was not successful, even with the best advertising of all--other students who were so positive about it. Evidently, we didn't know how to present it so that they understood its relationship to them and their careers.

We realized a potential to take a simple group experience to the dormitories, using their trained, paraprofessional staffs. The program we developed was another highly structured experience designed to get students to realize a need to obtain services from the career development elements on campus--UCC, Career Planning and Placement, Co-operative Education, Work-Learning Services, and NOVA. The students would already be familiar with their group leaders, their resident staff person, and we provided an additional bonus of pizza, not as an inducement, but as a reward. All ten leaders experienced difficulty getting a group of students together, even at the late hours targeted as the time to conduct groups because most residents would be in. Five leaders were able to conduct three groups; the participants reported that the group was helpful, though only a handful were willing to participate without being "forced." The remaining five did not get much response at all. Of the five, four were in two dormitories, two each; it may have been the atmosphere in the particular dormitories. However, subjective assessments of this factor indicate that these dormitories were not different from the others in any significant way. All ten of the leaders were selected on the basis of their ability and previous work in the dorms. It seems that we simply failed to communicate our relationship to the career concern.

The Women's Career Service, which is fully explained in another chapter, seems to have met with more success, and we hope the same for our new student orientation program. We are providing each freshman and transfer student with a career development folder, where they will be able to retain all pertinent documents of their college experience. Included with the folder is a planning résumé on which they can report significant experiences and developing talents and abilities, so that they can monitor their own development and will be better able to state career goals. We hope it works for many of them. We will randomly select a group of freshmen in the late fall or early spring semesters to obtain responses about it. From our experiences with our own personal career development and looking at the products used at other campuses, this represents a significant innovation. Will our new students understand and appreciate this?

Concluding Remarks

Looking back and reflecting on the UCC and it's involvement with the Career Development Project, the central underlying experience has been one of frustration in attempting to serve students. We must better diagnose problems, but the solutions we offer must be appreciated as *substantive* by the students in order to help us develop meaningful programs. We are behind in assessing needs, but if we've learned anything it is that we can take any and all jargon and throw it away. It helps us, but since it creates misunderstanding it is not useful at all. I think we have enough empathy to feel the problems of students, especially their concern with finding meaning in life, with knowing that our society will reward them for their advanced training and years of hard work, and with facing a bewildering array of possible lifestyles, occupational and value decisions at a time when developmentally they want at least some order, some rational to follow. If this is the stage of development where they are, then let's join them, using their terms and at their level.

THE REAL MINORITY

Jeane Lee, Behavioral Studies, Education

A good career development curriculum for minority students consists of programs and services already existing at most campuses, the expansion of some of these programs, and their careful and efficient coordination to meet the individual needs of students with career development deficiencies.

Careers and Individual Development

Career development is an ongoing process that begins in early childhood and ends with the cessation of useful activity. It includes all aspects of personal development. Human development follows specific, clearly defined stages; when the developmental tasks at each stage are accomplished, further development is likely to be successfully accomplished. Career development can go no further than human development. An individual who lags in his personal development will not be able to successfully develop in his career orientation.

Those who successfully accomplish their developmental tasks as human beings make up the majority of the population, and they also most successfully develop careers. Those who fail to successfully accomplish their developmental tasks as human beings are in the minority, and they also have difficulty developing careers. It is this minority that arrives at college with personal developmental problems and therefore with career developmental problems.

I do not see these disadvantaged students only as minorities such as women, blacks, foreign students, handicapped, or whatever, but as students who have not successfully accomplished tasks necessary in order to function effectively in their personal experiences and, therefore, their career experiences. They may be women, black, foreign, or handicapped. It is certain that they have limitations or deficiencies that keep them from being able to function at an optimal level.

At The University of Alabama, there are four clearly identifiable minority groups--blacks, women, foreign students, and the handicapped. However, our comprehensive program for personal development is offered to all students based upon their needs, limitations, handicaps, deficiencies, and strengths, and not upon whether they belong or do not belong to a particular minority group. The program is designed to help these students develop personally, and, since personal development is a prerequisite to career development, this program helps these students complete tasks necessary for further career development.

My investigations and experiences at The University of Alabama have convinced me that we have the resources necessary for successfully administering to the needs of our students. Our problem, then, is not one of developing a program for racial or other minorities, but for that minority of students who have not completed successfully certain personal tasks. A second problem is not one of developing new programs for career development, but of developing means for successfully delivering programs we already have to students faced with career deficiencies due to personal developmental deficiencies--not a provisional problem, but a logistical one, with proper management being essential if the benefits of the comprehensive program are to be realized.

Developmental Problems

Most of my experiences with minority students have come through the Career Exploration course. This course was offered to students for the express purpose of self-exploration, exploration of educational and career possibilities, the development of interpersonal skills and skills of decision making and problem solving, and contact with the world of work. I was a small group facilitator, having led seven groups since the course's inception in January 1975.

The students involved were black, women, foreign, handicapped, white, and male and were freshmen, sophomores, juniors, seniors, and irregular postgraduates. Their common denominator was that somewhere along the way they felt that they had not received something they needed in their career development process. They saw themselves as having greater limitations in their career development than most students and in need of comprehensive services available to them at the university.

Their problems were ones of general confusion about themselves--what they wanted, liked, were suited for and interested in, valued, and not knowing what was "out there" that they could do.

The Career Exploration course was a one-semester course that had as its goal self-exploration and career awareness. Its greatest impact came through the small group session each week, with the additional assistance of the large group lecture that met once a week. Students said the course was beneficial even though some were unable to specify a career choice by its conclusion. Students also said that there was not enough time to accomplish all that they would like during one semester and that if given more time they felt that they would have received more help in their career development process.

Based on these statements, which I have heard many times during the past eighteen months, I have come to feel that this was a course that most incoming freshmen should be advised to take and that the course should be expanded as a part of the comprehensive program for minority students.

But more important, the course can serve as a central clearing-house for a wide-ranging program coordinating the comprehensive developmental services of the university with the wide-ranging developmental needs of the minority of students who enter the university with developmental deficiencies. If these comprehensive university services can be coordinated to aid the student through further human development, he can more successfully discover his full career potential.

A Comprehensive Career Development Curriculum

Many of the students in the Career Exploration course had a difficult time overcoming some of their personal deficiencies. Because of the university's comprehensive program, we were able to work with students so that they received the help they needed.

Any complete career curriculum must route students with personal deficiencies to university programs designed to meet their needs. This means the career development curriculum must work with other university programs rather than duplicate them. The program must evaluate student needs and send the student to already existing programs designed to help him solve his problems.

For example, many minority students lack good decision-making skills in their personal, educational, and career pursuits. One student in the Career Exploration course said she had made few decisions for herself all her life and was having academic difficulties because she was unable to come to grips with decisions necessary for making good grades. In individual counseling she explored more effective ways of studying and organizing her time, and in the group she was presented with several simulated experiences in which she was required to go through the decision-making process and ultimately make choices. The group was encouraging and supportive of her yet insistent that she make decisions. Her out-of-class decision-making skills slowly improved during the semester, and at the conclusion of the course she had decided on a career area and was going to engage in some out-of-class learning experiences through Academic Services.

The counseling program needed to help this student already existed at the university. The Career Development Program needed to develop no new course. What was needed was an environment in which the student could come to understand her needs (the small group), coordination with a comprehensive university program (counseling) to help the student solve her problems, and the supportive environment in which she could apply her solution to her career deficiency (the small group again).

Another basic personal developmental component for proper career development is good communication/interpersonal skills. Persons with poorly developed skills are limited in their career potential by their personal limitations. In the Career Exploration course we were able to combine small group techniques with the coordination of existing university programs to create pronounced improvement in some students. We used "here and now" experiences occurring within the group to experiment with communicating more effectively, and these experiences reviewed good communication techniques. Exercises were presented in triads with the speaker, listener, and observer processing trial and error experiences. Since we were limited by time in what we were able to accomplish, several students talked with me about continuing to build on the skills presented. They were referred to the Counseling Center for further skills building and to another comprehensive university program, the Career Planning and Placement Office, for interviewing skills improvement.

One student from a rural community said he seemed to always be putting his foot in his mouth and making inappropriate comments that were offensive to others. He said he felt socially clumsy and seemed to have a poor self-concept. The group gave him honest responses on how they viewed him and his interaction in the group, which he felt was beneficial to him. He chose to go to the Counseling Center for intensive self-exploration in an attempt to develop a more positive view of himself and the world.

Speaking out for one's rights is not easy when all a person's life he's been told that he doesn't know anything and has been suppressed repeatedly. Two of our minority students shared this problem and became interested in assertiveness training offered through the Counseling Center. Both were black males. In addition to this problem, one was having financial difficulties and was afraid that he would have to drop out of school the following semester. He was referred to the Financial Aids office where he was assured that he was eligible for aid for the remainder of the year.

One student was undecided about choosing one career from an area and was referred to Academic Services to participate in an out-of-class learning experience. She chose to work in two related, although different, jobs in order to determine which was more suitable to her. After two or three weeks, she eliminated one from her choice list and delved more deeply into the other in an effort to be certain that this was her chosen career.

Another student was having academic difficulties and said he was not able to "get with" his studies. He chose to go through a series of minicourses in listening skills, note-taking skills, and study skills. After these were completed, he enrolled in a reading improvement course through the Continuing Education Center in an attempt to facilitate his educational program. This student also attended an English Department writing lab in an effort to improve his written communication skills, especially for his English course.

Many of the students were deficient in career information and were given library assignments researching career clusters as well as specific occupations within these clusters. Then they were referred to the academic and curriculum advisors in the various schools for information regarding specific careers and educational requirements for these careers within those areas. After that, they were required to interview people working in particular jobs. Arrangements were made by the Career Planning and Placement Office and the Academic Services office. Students were amazed at the information they got from all these sources and felt that the on-the-job interviews gave them information they could not have gotten as thoroughly any other way. To hear people in certain positions state reasons for choosing or not choosing that career, problems of having a career--the pluses and the minuses--was most enlightening and many times led to useful data for working toward a decision.

The key provisions in all these cases were that the students were placed in a supportive small group environment in which they could come to understand their own needs and assess their own developmental deficiencies with honest responses from other group members. Then the group facilitator, with the support of the entire career development organized effort, provided coordination with comprehensive university programs specifically designed to help the student overcome his deficiencies. Finally, the small group continued to provide the support needed as the student attempted to apply his improved development to his specific needs.

This is what the entire curriculum is designed to accomplish: use programs and services already existing at most campuses, expand the programs where needed, and coordinate the programs to meet individual needs of students with career development deficiencies, and finally, accomplish this within a small group that is supportive of the efforts of the student to identify and correct his own problems. This is an approach that recognizes the developmental nature of human learning and the interdependence of career and human development.

Cooperative Groups

The cooperative effort required by an approach such as this makes it imperative that other groups on campus be brought into the program wherever feasible. Two types of cooperative groups are readily identifiable and may be encouraged to participate. They are peer helpers and faculty.

Peer Helpers. As a part of the comprehensive curriculum at The University of Alabama, a new student is assigned an Avanti counselor, actually a peer helper, whose duties and responsibilities include helping a student in any way that the student needs him: geographical information, academic information, social information, etc. At the university, thirty-three Avanti counselors who are well-trained paraprofessionals are available to help new students, who number about 2,800 each year.

This program provides a means for peer support of the efforts on the part of the minority student to discover ways of solving the problems he discovers through the small group interaction within the career development program, and a means for peer support of his efforts as he tries to implement these new techniques outside the small supportive group and yet within the university community.

Faculty Support. Through my experiences with the Career Exploration course, and my own experiences as a student, it has become apparent that students seldom are provided necessary and important information regarding courses, requirements, careers in the field, comprehensive services and programs available through the university from their professors. Students assume that these key persons in their college experience will be able to give them information they need and that the information will be correct. Changes are made often on the campus, and it is extremely difficult for a professor to keep up with curriculum changes, policy changes, societal changes in the job market, *these* services, *those* programs, and his own area of expertise.

Therefore, in an effort to adequately transport our comprehensive services and programs to our students, we need to make every effort to better inform our faculty of these programs and services. Many times we assume that students on their own can find the information they need and solve their own problems, but perhaps that is why many are in the predicament they are in--they did not learn how to take initiative, be aggressive, assertive, learn to make decisions and solve problems.

One way to elicit faculty support is simply to distribute catalogs and handouts about programs and services to them. Another way is to carefully and methodically impart this information to faculty members needing and wanting it through a workshop presented in the various schools and colleges. Another way is to include a reasonable amount of time devoted to the comprehensive services and programs available during the new faculty orientation period at the beginning of each year. Some concentrated effort needs to be made to inform faculty and staff regarding the programs and services that are here for our students.

Conclusion

There are seldom simple, overnight solutions to problems dealing with minority students. There are seldom simple, overnight solutions that will assure successful human or career development in individuals.

What there can be, however, is a comprehensive career development that will bring human development and career development together for the minority student in such a way that the tremendous resources already existing at the university can be focused upon the individual needs of one student, helping him to develop so that he can reach his full potential as a human being in a world of work. This curriculum will provide the student with the environment needed to identify and to try to solve career deficiencies, the services needed to enhance his career development, and the encouragement needed to develop confidence in his career potential.

THE
OUTREACH
SYSTEM

ONE INTERNSHIP PROGRAM

David L. Klemmack, Sociology

Meet a Congressperson and learn more about how your government works. Feel better about yourself and your government. Change your career. These are only some of the benefits that accrue to participants in the legislative intern program offered by The University of Alabama each year.

Each summer for the past three years, students have had the opportunity to actively participate in our nation's government. Charles S. Prigmore, a professor in the School of Social Work, has arranged with several Congressional leaders to conduct a legislative intern program in Washington, D. C., during the interim session of The University of Alabama. Students participating in the three-week program attend a series of lectures by Congressional leaders and either work for a legislative committee or in a congressional office. This year, twenty-three men and eighteen women representing such disparate majors as political science (seven), social work (six), public relations (six), biology (one), and physics (one) participated in the program. They ranged in age from eighteen to thirty-two (median age was twenty-one), included four blacks, and covered the academic hierarchy from freshmen (one) and sophomores (three) through upperclassmen (twenty-five) and graduate students (thirteen).

Although none of those participating in the program had decided by the time of its completion to change their major, 22 percent (nine of forty-one) indicated a change in the type of occupation they hoped to enter when they completed their formal schooling. Of these, over 50 percent (five of nine) shifted to either administrative or government work while only 20 percent (two of nine) shifted to occupations lying clearly outside the political arena. A similar shift occurred when the students were asked what occupation they hoped to have fifteen years from now. Of the 27 percent (eleven of forty-one) who had changed their aspirations between the beginning and the end of the intern program, 45 percent (five of eleven) indicated an increased interest in government. In fact, only one individual felt that he wanted to be a politician at the beginning of the program, but three expressed this as their choice at the end.

At the same time, not all students found government and politics to their liking. Although at the beginning of the program, 63 percent (twenty-six) indicated that they thought government was very interesting and 44 percent (eighteen) that politics was similarly interesting, the final figures were 51 percent (twenty-one) and 42 percent (seventeen) respectively. Thus, it appears that the internship program served as a value clarification mechanism, leading some students to become more and others less committed to a career in government and/or politics.

As a somewhat more direct measure of the value of an intern program in career choice, we asked the students to rank how important five persons/situations were in selecting a career (see Table 1). Although only 44 percent (eighteen) ranked experiences as most important on the initial test, 63 percent (twenty-four) selected this as most important at the end of the program.

Table 1. Percentage of students selecting each of five persons/situations as most important when selecting a career.

	Before*		After**	
	Percent	Number	Percent	Number
Parents	27	11	24	9
Friends	2	1	5	2
Reading	15	6	5	2
Experiences	44	18	63	24
Teachers	17	7	3	1

*Some students ranked more than one as first, so percentage totals more than 100.

**Three students failed to respond.

Findings are somewhat different when students are asked about the importance of experiences such as internships in causing a change in career choice. In this case, students placed less emphasis on experiences after participation in the program than they did initially. While 71 percent (twenty-nine of forty-one) ranked the internship as most important at the beginning of the program, only 54 percent (twenty-two of forty-one) ranked it first at the end (see Table 2). However, the experiences dimension still ranks as most important for a majority of the students. In fact, almost two thirds of the students (twenty-seven of forty-one) selected this dimension as either first or second most important.

Table 2. Percentage of students selecting each of six persons/situations as most important in causing them to change their career.

	Before*		After	
	Percent	Number	Percent	Number
Speakers	5	2	5	2
Associates	5	2	7	3
Experiences	71	29	54	22
Teachers	7	3	5	2
Reading	27	11	10	4
Parents	10	4	10	4
No Response	0	0	10	4

* Some students ranked more than one as first, so percentage totals more than 100.

As interesting as the changes in occupations and importance placed on experiences in choosing an occupation are, the data available with respect to the criteria the students feel they employ when selecting an occupation are even more fascinating (see Table 3). Most outstanding is the decline in the importance placed on salary potential and the increase in the importance placed on opportunity for self-fulfillment from the beginning to the end of the program. This finding, coupled with the data on changes in occupational choice, suggests, at least for a subgroup of those participating in the internship program, that government work is viewed as offering opportunities for self-fulfillment.

Table 3. Percent ranking each of six occupation attributes as most important when selecting a job.

	Before		After	
	Percent	Number	Percent	Number
Salary potential	26	9	17	6
Promotional opportunities	9	3	9	3
Service to people	14	5	6	2
Opportunity for self-fulfillment	37	13	51	18
Opportunity to influence others	6	2	6	2
Potential to improve society	9	3	11	4

In an effort to assess knowledge gain as a function of course participation, we gave students a relatively easy, general test of political knowledge. Although their performance at the beginning was similar to that of nonprogram participants, indicating that self-selection was not operating on this dimension, they showed a marked improvement in their performance by the end of the course. Since the test did not focus on the specific content of the course, the legislative process, we feel confident that this measure underestimates, if anything, their gain in political knowledge.

Perhaps, from the students' perspective at least, the data with respect to knowledge about legislators are more interesting. Although a relatively high 63 percent of the students reported knowing at least one legislator at the beginning of the program, over 90 percent reported such knowledge at the end, a gain of 27 percent. Furthermore, the average number of legislators known was twice as large at the end of the program as it was at the beginning, moving in three short weeks from two to four. Finally, the students reported knowing legislators better by using the word *well* rather than *moderately* or *slightly* to characterize their relationship. Thus, we may safely conclude that students participating in the legislative intern program were more likely to meet more legislators and get to know them better than those who did not participate.

Paralleling the students' increased knowledge of government and familiarity with legislators was an increase in positive feeling toward government. Students participating in the program changed somewhat on a scale designed to measure political futility (Olsen 1969). For example, although 29 percent (twelve) disagreed with the statement that government was so complicated they could not understand it at the beginning of the interim course, 44 percent (eighteen) disagreed with it at the end, a change of 15 percent. The change was even more dramatic on our scale of cynicism with politics; the students were far less cynical at the end than at the beginning of their internship. At the beginning of the course, 27 percent (eleven) disagreed with the statement that the government fails to take necessary actions on important matters. At the end of their experience, however, 46 percent (nineteen) disagreed with the statement. Somewhat more dramatically, 71 percent (twenty-nine) of the students disagreed with the statement that government, as it currently exists, is incapable of dealing with crucial problems at the end of their interim course while only 44 percent (eighteen) disagreed at the start. Thus, students participating in the legislative intern program became both more optimistic and less cynical about government based on their experiences.

We concluded our data collection with two measures of self-feeling, Crumbaughr's Purpose-In-Life test (1968) and Berger's Self-Acceptance scale (1955). Although the self-acceptance scores changed little from the beginning to the end of the program, the students did change somewhat on the Purpose-In-Life test. More specifically, their purpose in life appears to have become more crystallized as a result of program participation.

There is little doubt, if our data reflect the true situation at all, that this interim program is highly successful in meeting its goals. Students clearly gain a better understanding of the legislative process by participation in the program. This results in decreased cynicism about their government and a certain amount of values clarification. Students, through participation in the legislative intern program, reach some decision regarding government and politics as a career. Naturally, as it should be, not all find this the career of their choice. Some, however, do. As important, the students reach decisions regarding important criteria when selecting a career. Thus, the gains for the students participating in the program go far beyond knowledge of the legislative process to attitudes toward government, career choice, and even, to a certain extent, feelings about self.

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REACHING OUT THROUGH A CONSORTIUM

Otis Holloway Owens, Institute of Higher Education Research and Services

Description of Consortium. The Alabama Consortium for the Development of Higher Education was organized in 1969, and currently its membership consists of six highly diverse colleges and universities. The alliance among these institutions is particularly interesting in that they are both large and small, state and private, co-educational and all female, historically black and historically white. The heterogeneity represented by the individual member institutions has produced an organization capable of addressing a variety of joint concerns. One of the primary strengths is the provision of many opportunities for each institution to work with the others to achieve common goals. One of the shared concerns has been in the area of career education.

Consortium Career Education Task Force. The consortium established career education as one of its top priorities in 1974. Thus, special attention was given by ACDHE to the development and improvement of career education at each institution. A task force comprised of representative faculty and staff members from each institution was established, and a career education coordinator was hired.

Marilyn Rogers, ACDHE Career Education Coordinator, utilized her time by providing information and guidance and by planning workshops for task force members. During the first year a working relationship was established between Rogers and each of the task force representatives from all of the member institutions.

Consortium Career Education Conference and Its Findings. On 20-21 September 1974, the ACDHE Career Education Task Force sponsored a Career Education Conference for consortium member institutions. This conference was held on The University of Alabama campus and attended by a team of approximately six-seven faculty and staff from each institution. The expressed objectives of the workshop were: to decide on a career education project to be initiated on individual campuses, and to plan a conference that would involve a wider group of representatives of The University of Alabama to further promote the idea of career education.

The six representatives from the university discussed the numerous career education activities and projects known to them throughout The University of Alabama. On the basis of this discussion several conclusions were drawn.

Though known by other names, various departments within The University of Alabama have highly developed components of career education including work experiences, counseling, off-campus experiences, internships, continuing education courses, career planning, placement, and special career programs for women. However, it was apparent that little was known about these programs, projects, and activities outside a given department.

The group decided that the initiation of new projects need not be considered and agreed that efforts should be focused on improving communication among the people and departments involved. There was an expressed need for coordination.

The meeting concluded with an agreement by the members that the first task of this group was to seek administrative approval and support. A copy of the report and a letter were sent to David Mathews, president of The University of Alabama.

Initiation of UA Career Development Program. Just prior to the consortium's September meeting, Donald Casella was hired by the university to develop plans for a university-wide career development program and to write a proposal for the funding of the program.

Casella talked with every person at the university who was involved in any way with any of the dimensions of career education and/or career development. Furthermore, most of these individuals were asked to submit a proposal under specific sections of the comprehensive career development proposal.

Inclusion of Consortium Task Force in UA Career Development Program. Conversations with Casella about the function of the Consortium Career Education Task Force resulted in the decision to include the task force as an Outreach component in the proposal being generated by the unviersity. Thus $5,000.00 were allocated for the purpose of enhancing the work of the task force through their involvement with the university's Career Development Program.

Focus of the Task Force

Working cooperatively, representatives of the Institute of Higher Education, the Office of Career Development, the university, and ACDHE determined that the greatest need for consortium representatives at this time was in the area of faculty development. Since the UA Career Development Program had a well-planned faculty development component, it was decided that the consortium program would utilize the existing program when possible. Thus, representatives from each of the institutions were identified and invited to participate in the weekend workshops conducted by The University of Alabama Career Development Program personnel.

Workshops. The Faculty Development and Training Workshop was the title given to a series of workshops that involved small and large groups of ACDHE representatives.

The first activity occurred in September 1975 at Cheaha State Park. Marilyn Rogers, ACDHE Career Education Coordinator, and Otis Holloway Owens, UA Consortium Services Outreach Coordinator, participated along with other UA program coordinators. During this two-day meeting program directors and coordinators shared information and consolidated their plans for the year.

The second activity included three Saturday meetings conducted in Tuscaloosa at the home of the Career Development Program Director. Two representatives from four ACDHE colleges joined with the Main Stream Coordinators.

In the course of a third activity and at the request of the consortium, representatives were exposed to the use of Vocational Exploration Training techniques and materials.

The sponsorship of the Vocational Exploration Group (VEG) Training was a joint venture shared by the consortium, the individual institutions, and the UA Office of Career Development. Through training sessions, the VEG techniques were taught to six consortium representatives in a two-day workshop. The participants learned the techniques for assisting students in looking at three critical links in exploring careers: job function (What is the job like?); job demands (What does the job require?); and job satisfaction (What does the job offer?). Through this exploration, students are encouraged to examine both themselves and the world of work.

A student-faculty career seminar was sponsored cooperatively with Miles College. This seminar, held on the Miles College campus on 24 April 1976, focused on Career Development Choices and Chances for Women. College and university students talked with successful women in selected career areas. The purpose of this workshop was to increase the awareness of occupational opportunities for women in certain nontraditional career areas and to create an interest in high commitment for developing job-market skills.

Summary: Debits and Credits

One of the strengths of the Consortium Outreach Program was the interaction of faculty and staff members from several institutions meeting together and sharing ideas. One representative stated at the end of the series of training sessions that, while the sessions had been viewed with a great deal of skepticism, the experience had been beneficial and practical. He noted further that the information received from these meetings had been shared with other faculty on his campus. Thus, these experiences had a rippling effect, going beyond the personal experience of the individual attending the meetings.

On the minus side, one institution, Huntingdon College, was unable to meet any of the training sessions due to other scheduled meetings held on that campus. The extent to which the consortium institutions' members could benefit from their participation was limited in part by the nature of any consortium. The diversity of the institutions connotes differences in schedules, faculty available to participate in extra campus activities, and commitment to the whole spectrum of career education.

However, the Consortium Outreach Program represented a "best buy" for the dollar in the area of faculty development by combining ACDHE representatives with the university faculty. The broad objectives of the Outreach Program were met.

THE
MANAGEMENT
SYSTEM

MANAGEMENT POLICIES AND STRATEGIES

Donald A. Casella, Project Director

The career education movement resembles a ground swell. Local school districts, elementary and secondary schools have responded enthusiastically to the challenge first issued by Sidney P. Marland in 1971. Colleges and universities, accustomed to leadership in the field of education, appear to be the last ones taken up by the growing momentum to link education with work. Colleges of education have begun to respond; professional schools have their valid interests; and even colleges of letters, arts, and sciences have been asking questions.

The University of Alabama has been developing a demonstration career education project through a grant from the United States Office of Education. The project is entitled "Comprehensive Career Education in a University Setting" and is an attempt to infuse career education principles and practices throughout the entire university. There have been successes and failures, but sharing them is part of the demonstration mandate.

Eight unspoken, undercurrent policies or strategies operating in quiet fashion and soft demeanor are the keys to the total effort in providing direction, winning acceptance, and gaining strength. The foundation for the entire movement is the conceptual framework provided by USOE's definitions of both *work* and *career*. *Work* is considered "conscious effort producing benefits," and *career* is defined as "the totality of working experiences." Building upon this foundation and working within this framework, the following soft policies and strategic themes have guided the comprehensive effort.

Acceptable Name

The first of these undercurrent policies involves decisions made regarding the name of the program. What's in a name? There are high stakes involved. In biblical literature, naming implied control and mastery. Any public relations person can testify to the power of a name or title. In academic circles, arriving at a title, whether of a dissertation, course, curriculum, or program, is a significant moment.

In naming the comprehensive program at The University of Alabama, consultation with faculty and staff throughout the university helped make some key decisions. It would not be called: (1) *Career Education* which would identify it closely with only one of eleven colleges on campus and activate the unfortunate complex network of internal campus rivalries; (2) *Vocational* or *Occupational* which would narrow the scope and purpose and identify the broad concepts of work and career with paid employment or single jobs; (3) *Planning* or *Placement* which signifies only part of the whole, again bringing about narrow misconceptions; or (4) *Center* or *Service* which would point to one place or one process rather than a comprehensive blend of a great number of people, places, and programs throughout the entire campus.

The crucial words chosen in naming the program were *Career Development*. It was felt that this term was broad enough to encompass many approaches, whether traditional or innovative, liberal or technical, general or specific. It is a student-centered term, fully in accord with the stated aspirations of students from their freshman year through graduate school. It is a term that allows healthy discussion, whether intellectual or practical, and therefore has a rightful place in even the most traditional and academic classroom.

The term *career development* was coupled with the title *office* to become the Office of Career Development. An office is recognized as a place of coordination, the hub of many spokes on a wheel, and the source and summit of related activities. A comprehensive effort in the university setting will coordinate all career-related activities on campus whether they are academic, administrative, service, or community outreach. Acomprehensive approach involves the entire university in the process of meeting career development needs of students.

Broad Authorization

The second policy undercurrent has to do with authority. Who provides the authorization for the comprehensive program? How does it fit into the existing university structure? Who does it report to? To some, these may seem mundane, detailed, and unimportant questions. To others, they may mean the difference between success and failure.

Careful preparation meant seeking the advice of faculty, administrators, and students of every level. A number of options were ruled out. It would not be housed with any one academic or student affairs dean. To do this would identify the comprehensive program with only one of eleven colleges or one area of student services. A natural authorization would seem to be the Career Planning and Placement Service or the University Counseling Center. These options were overruled because, despite their intentional and functional relationship to career development, they could be too easily dismissed by the great majority of faculty. In a comprehensive effort, faculty have a crucial and central role. Thus housing with even the vice president of student affairs was ruled out on the basic assumption that the classroom is the heart of the university.

First impulse and prolonged discussion both led to the same result--a comprehensive career development program is best housed in academic affairs. In this way, it will be seen as a solid part of the academic mainstream with a strong teaching/learning base that can utilize the vast potential of the classroom. It is not peripheral. Academic affairs provides a strong interior foundation to which all other divisions can relate. By reporting directly to the vice president, identification with any one college is avoided, and entree is available throughout the divisions and departments. With the support of the president's office, academic affairs provides an excellent platform for reaching out into the business, labor, professional, and governmental communities.

Systems Approach

The third quiet policy undergirding the attempt to infuse career education throughout an entire university is the use of a systems approach. To some extent, a university campus resembles federation of separate kingdoms, sometimes divided among themselves. Without minimizing the interdivisional and interdepartmental rivalries that exist, somehow, a university is an organic whole, and change that is brought about in one area will affect the others.

Given this assumption about a university, any attempt at a comprehensive, university-wide program must call upon all divisions and all departments to work together in an effort bigger than any one segment can handle. No one is asked to do the whole thing--it is too vast a problem. But this is no reason for giving up on meeting the student needs that 86.4 percent of entering freshmen list as their major reason for coming to college (*Profile of Entering Freshmen*, The University of Alabama, 1975). The systems approach, a coordinated effort, asks that faculty and staff do only what they do best; then minor adjustments are made to tie that in with the effort of the rest of the university.

Specifically, at The University of Alabama, four systems are employed: the Academic Mainstream System, the Support System, the Outreach System, and the Management System.

In the Academic Mainstream System--the classroom and the curriculum--no classroom instructor is asked to be a counselor, placement officer, or manpower expert. They are asked only to teach, but to teach with a career thrust. This means less ivory towerism and more attention to the purposefulness, usefulness, and applicability of the curriculum, the advising,and the class content. Instructors are asked for effort within their individual classrooms as well as their support for applied experiences such as internships, cooperative education, out-of-class learning, field experiences.

In the Support System, no one is asked to be an instructor or teacher, but rather counselors who include an emphasis on vocational guidance and decision making in the counseling center, in the residence halls, and in enlightened academic advising. Placement officers deliver occupational information, arrange job interviews, develop specialty skill programs (such as résumé writing, interviewing, job hunting), coordinate manpower projections, and promote job equality programs. Admissions officers identify and promote career-oriented programs. Researchers and institutional studies officers provide information on the national, regional, and state career patterns of graduates and the system program evaluation. All these efforts are seen as support, not only to the student, but also to the teaching faculty.

In the Outreach System, programs are also designed to meet the needs of faculty as well as students. A central internship coordinator supplies both faculty and students with information on existing and possible field placements, promoting this career-beneficial style of learning. The alumni office uses its resources to bring speakers to the classrooms and to take students to the business agencies and organizations of alumni members. Educational service offices use career education to forge stronger ties with the state department of education and other postsecondary institutions of the state. Students' career development can provide fresh impetus for participatory relationships among many institutions. A state level community-university board also provides a practical means of bridging the gap between the world of education and the world of work.

All of the above systems need coordination, which is the task of the Management System. Exchanging names and numbers, raising the level of awareness, stimulating cooperative and combination efforts, actively promoting a broadened image of career, communicating with decision makers, representing externally the comprehensive program, easing the flow of relating information, coordinating meetings and exchanges of all sorts--these are some of the functions of the Management System.

A system approach takes into account the fact that no one person, one department, or one division can do the job alone. In a systems approach, participating persons do their specialized best in conjunction with other specialists. The total result is a generalized movement of the entire university in one direction.

Infusion

The fourth programmatic strategy confronts the final operation goal. It is a decision for *infusion* rather than *addition*. The aim of infusion is not necessarily to add new and separate courses, curriculums, programs, departments, or degrees, but rather to permeate what is already in existence with career awareness, career exploration, and career preparation. Many believe a modern university already has too many separate programs, each vying for its slice of the pie. Rather than add still more, a career development program spurs the relevancy of what is already there by creating new combinations, using external resources, blending field experiences, and developing personal meaningfulness in every offering. Development by addition is more readily visible, easier to evaluate, and adds one unit to the quantity of a university. Development by infusion is less visible and harder to evaluate, but adds significantly to the quality of a university. If 2,500 classes each spent one hour per semester dealing with the career dimensions of the class content, the results would be none other than a quantum leap forward for quality teaching. Motivation, relevancy, meaningfulness, usefulness, reality orientation--all of these student-centered indicators of quality education are increased with the proper use of career development in the academic classroom.

Part-time Personnel

The fifth policy deals with faculty and staff personnel. The University of Alabama Career Development Program employs part-time faculty and personnel only. With the exception of two secretaries, everyone involved in the program, up to and including the director, is employed on a part-time basis. To be consistent with the overall goal of infusion rather than addition, the choice was made to employ percentage equivalents of people who believed in the means and the ends of the Career Development Program. In this way, a certain credibility is gained, especially in academic circles. No outsiders come in, and the action takes place within the departments and divisions through credentialed peer dealing with credentialed peer. This can be clearly seen as without threat to any existing program. Because more people can be employed, the program has a better chance of becoming, in reality, the comprehensive effort it claims in theory. Using soft monies to employ part-time faculty and staff also eases the institutionalization process that must take place when the federal support ends. If the demonstration project proves to be of value, it is easier for many divisions and departments to each pick up a small portion of the bill rather than for one or two to be burdened with the entire cost.

Decentralized Decision Making

The sixth policy or strategy takes a stand on the perennial issue faced by any institution--centralized or decentralized decision making. Many written and spoken words eloquently defend both positions. After extensive discussion with decision makers throughout the campus, a basically decentralized mode of decision making was chosen. Learner outcomes, specific objectives, program techniques, and related activities are all decided at the grassroots level with faculty/staff indigenous to the departments making the choices and controlling a portion of the budget to bring them about. Decentralized decision making safeguards the values and philosophies of the forty-seven different departments on campus. The approach of engineering or business administration differs from that of philosophy or microbiology or English. Models, not a model, and programs, not a program, are called for. Decentralized decision making promotes creativity in developing projects of various sorts. It also enhances ongoing motivation, because faculty and staff will more readily commit themselves to programs perceived as their own.

While decentralized decision making is obviously slower and less spectacular, it is more in tune with the nature of the university where learning usually follows that same pattern. Such a pattern should bring steadier growth and longer lasting results and be less susceptible to fluctuating fads.

Reverse Faculty Development

The seventh quiet strategy of a comprehensive career development program can be called reverse faculty development. Because career education is relatively new to the college scene, and because faculty have such a crucial role in its program development, some sort of faculty development is obviously in order. The normal pattern in any faculty development program, preservice or in-service, is to teach first (principles, methods, history, background) and to act second. This pattern prepares people first, then sends them forth to do.

The University of Alabama, in its Career Development Program, realizes the necessity of faculty development but has reversed the pattern. On the premise that college professors are extremely knowledgeable people, skilled and well versed in their disciplines, no attempt is made to teach them anything. Rather, they are simply asked for their cooperation, that is, action in the classroom. They are asked to pledge one hour of classroom time to deal explicity with the career dimensions of their subject matter. In this fashion the career development program adopts a posture of asking, not telling, assisting rather than directing. A yes answer to action enables the Office of Career Development to send materials, information, and ideas without being regarded as a solicitor, boss, salesman, or outsider. This sets the climate for any additional action as well as follow-up detail work asking what they did, how they did it, what the results were, and their opinions about the process.

Traditional Physical Location

The final quiet policy aimed at infusing career education into a university deals with the physical location. Where an office is situated and what it looks like will always project some kind of image.

A program is enhanced if that image is consistent with its stated goals and objectives. At The University of Alabama the Office of Career Development is physically housed in the central complex of the College of Arts and Sciences. The building is of Civil War vintage, traditional in looks, in fact, and in use. It is located near the dean's office. Two other locations were available, one in the central administration building and the other in the New College. The traditional and academic climate of the Arts and Sciences location was chosen over the administrative or innovative image that would result from housing in the other buildings.

The office is small and unobtrusive and serves adequately for the function of coordinating. Since it is neither a center or a direct student service, no large numbers of students pass through, and since all faculty and staff are part-time, they each have their own offices to carry on their work. Meetings, small and large, are all conducted in a variety of other facilities across the campus.

These soft policies and quiet strategies are not offered as thoroughly tested, solidly researched, or definitive. Rather they are the working hypotheses of only one demonstration project in one university setting. They have provided a strategical undercurrent to the comprehensive effort, and no claim is made that they are *the* ways and means of program implementation in a university setting. As the campus-wide program slowly gains acceptance and enters the consciousness of every department on campus, changes are anticipated. To date, however, The University of Alabama has been well served by these eight strategic policies.

CAREER EDUCATION AND FACULTY REWARD

Arthur N. Dunning, Assistant Project Director

Consider the professor or administrator who is interested in career education. Before he will seriously involve himself in any project, scores of doubts must be resolved: What will my colleagues think of me? Will students really like it? Is it any better than a dozen other new programs? Will I be rewarded for my participation? For his own conviction, he must have answers to these questions from a probing dialogue, preferably with someone who has had extensive experience with career education, someone whom he knows or whose credibility he can intuitively assess.

In the career education project developed by The University of Alabama, a central concern has been to develop a means of rewarding faculty for their participation. The successful implementation of a faculty reward system ultimately depends on whether the rewards enhance the faculty member's personal career development.

Of course, some people expect professors to participate in career education without any obvious incentives. And indeed some professors do. During this project, some professors gave "student enthusiasm" and other less material rewards as reasons for becoming involved. But mostly, professors are like everyone else. They try to do what is right but are much more likely to do something that is not only right but benefits them directly.

Then, too, the personal costs of trying something new are often greatly underestimated. The costs of acquiring new skills are high.

The amount of time and energy expended for relearning can be tremendous, depending upon how radical the innovation is. Furthermore, there is seldom any conclusive evidence that the innovation is really worth much in the classroom.

Thus, the professor finds himself faced with learning a new mode of behavior at high personal costs and with no expectation of tangible reward and no assurance that the innovation will work any better than other new programs. No wonder professors regard new programs with some cynicism; too many programs are not worth the personal investment.

The negligible success of this reward system soon necessitated the development of another approach.

The first approach developed to reward faculty for their participation in the Career Development Program at Alabama offered primarily released time, which afforded the faculty member little more positive compensation than before. In fact, some faculty who were denied promotion or tenure felt that the time they devoted to the program was viewed negatively by their evaluators. The negligible success of this reward system soon necessitated the development of another approach.

The second approach, the one now espoused, involves a working agreement, arrived at by mutual planning, that allows funds over and above regular salary for the faculty member's personal career development. The funds might be used for books, travel, consultants, supplies, printing, equipment, computer time, secretarial time, postage, phone, materials. The funds are completely personal and are used at the individual's sole discretion, but the underlying presumption is--use for professional growth. For example, to stimulate professional growth and to help secure promotion or tenure, a certain faculty member needs to research and write two or three articles. Funds from the agreement with Career Development could be used for the necessary books, some secretarial time, some research assistant time, a conference or two, postage for a survey, printing of questionnaires, etc.

In return for these funds, the individual agrees to spend approximately one hour per day performing the following functions as a career development coordinator: 1. influencing faculty to infuse career relevance into already existing classes; 2. promoting the use of off-campus professionals in the classroom; 3. promoting learning experiences in off-campus settings for both faculty and students; 4. influencing student groups to promote career-related programs; 5. influencing curricula to show relevance to careers; and 6. being a liaison with the career-related efforts of other university divisions.

This latter approach has three distinct advantages: First, funds are allocated for use by faculty members to enhance their own career development; second, it urges faculty members to seriously consider, organize, and evaluate their own career development plans, thereby providing the opportunity to practice themselves what they will allocate for others; and third, it allows flexibility in developing program activities for their particular disciplines. As our experience here illustrates, some feasible means of rewarding faculty must be developed and implemented before a university-wide career development program can attract faculty and gain acceptance. Otherwise, the risks involved will far outweigh the expected return, and the individual faculty member will be reluctant to give the program even token endorsement, much less contribute valuable time, energy, and influence among possibly hostile peers.

EPILOG

The time line originally projected for this demonstration model was three years with assistance from the Office of Education, followed by institutionalization at The University of Alabama.

The original legislation, however, authorized only one-year projects, with any proposed continuation viewed as a separate, distinct proposal and treated as such. The vagaries of independent review panels and peer evaluation boards were such that the same proposal was rated first for 1975-76 (earning the award grant) and fourth for 1976-77 (out of the money).

Thus federal assistance came to an abrupt end, leaving a strong, solid foundation but an unfinished demonstration. The dilemma then was somehow to break clean with federal sponsorship and, at the same time, continue a worthwhile program.

The clean break comes with this publication. While this whole effort cannot in truth be named a full demonstration project, it certainly can be termed a demonstration *foundation*. As such, it should prove useful to anyone contemplating institutional renewal in higher education along the lines of the education-work problem. The two-volume final report represents a summation of the project, and its dissemination to 700 persons nation-wide carries out the intent of the Office of Career Education to stimulate career education thinking at the four year college level.

After a clean break, there were decisions about the continuation of the project: should it be continued? with whom should it continue? how? how long? where?

The answers came in bits and pieces.

Various components of the overall comprehensive model, having already proven their value, will be institutionalized by respective deans, directors, and chairpersons. Some examples: the College of Arts and Sciences has designated an advisor for career-related activities, including a Career Development course and a Field Experience course for 800 undecided major students. The College of Commerce, Business Administration has organized and staffed a central advising office for all its students, and this office will also handle internships. The Career Planning and Placement Service will provide current and accurate career information via their mobile information unit and a computerized occupational information system. The newly established Woman's Career Service will keep its doors open; the centralized internship information will continue; the career development sessions during freshman orientation will remain, together with peer-advising followups; the alumni will staff its two-way linkup program, bringing speakers into the classrooms and students out to field experiences. The School of Home Economics intends to follow through with its curriculum changes and program activities, and the College of Education will continue to open its Career Exploration course to students campus-wide. Various departments will cooperate with a centralized effort through materials distribution, proper referals, classroom invitations.

Most important, perhaps, has been the decision by the academic vice president to continue the central coordination of all career-related activities on campus. A faculty-staff person, secretary, and graduate assistant have been authorized, and their duties will be central coordination, faculty development, grants work, and bridge building to the world of work.

Thus, steps are being taken to overcome the dilemma caused by the termination of federal funds. The demonstration project will continue, at least for another year. Only time will reveal any further impact.